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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE SOCIAL MARKETING OF CAREER EDUCATION
BASED ON THE ELEMENTS OF THE
MARKETING CONCEPT

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

by
GEORGE PAUL AVELLANO
Norman, Oklahoma
1975

THE SOCIAL MARKETING OF CAREER EDUCATION
BASED ON THE ELEMENTS OF THE
MARKETING CONCEPT

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THE SOCIAL MARKETING OF CAREER EDUCATION
BASED ON THE ELEMENTS OF THE
MARKETING CONCEPT

CHAPTER I

THE PROBLEM

Introduction

The marketing concept is a philosophy of marketing management which states that the fundamental purpose of a business enterprise is the satisfaction of consumer wants and needs. The unifying objective of all business activities is consumer satisfaction. Unification of business activities is fostered through a systemization of the interdependent variables which are product development, distribution, pricing, and promotion. An analysis of the philosophy of the marketing concept leads to the conclusion that profit will be achieved by the business enterprise which provides an output of goods and services consistent with the demands of a consuming public. The marketing concept has been a philosophy of marketing management adapted by producers of consumer goods and services for making profit.

Recently the adaptation of the marketing concept as a philosophical basis for profit-making enterprises alone is changing. The marketing concept is in a state of transition, growth, and maturity.

The universality of the marketing concept is now being tested through its application to nonbusiness problem solving. Marketing academicians and practitioners are being encouraged to expand the marketing concept to include nonbusiness, as well as business sectors of the economy.

Wiebe posed the question, "Why can't you sell brotherhood like you sell soap?"¹ Various social campaigns of the 1940's were examined by Wiebe to determine what conditions contributed to their success or lack of success. Wiebe concluded that the more the conditions of a social campaign resembled those of a product campaign, the more successful the social campaign.

In 1971, Kotler and Zaltman expressed the view that the marketing concept as a basis for social marketing "is a promising framework for planning and implementing social change."² The conclusions drawn by Kotler and Zaltman indicated that the marketing concept may be effectively applied to the promotion of social objectives such as brotherhood, safe driving, and family planning. The applicability of the marketing concept to such social causes can be advanced more successfully through applying established principles of market analysis, planning, and control. In doing so, firms engage in "social marketing." Social marketing has been defined by Kotler and Zaltman as follows:

. . . The design, implementation, and control of programs calculated to influence the acceptability of social ideas and involving

¹G. D. Wiebe, "Merchandising Commodities and Citizenship on Television," Public Opinion Quarterly, XV (Winter, 1951-52), 679.

²Philip Kotler and Gerald Zaltman, "Social Marketing: An Approach to Planned Social Change," Journal of Marketing, XXXV (July, 1971), 3.

considerations of product planning, pricing, communication, distribution, and marketing research.¹

Social marketing is marketing social ideas.

In 1973, Echles² reiterated the ideas of Kotler and Zaltman and expanded the application of social marketing to include educational institutions, military recruiting, and the U.S. Postal Service. Echles suggested that the programs of the educational institution may be marketed as products which are designed, implemented, and controlled through the application of the marketing concept.

Expansion of the marketing concept into nonbusiness areas, such as education, is an important consideration for the new role of marketing. However, the use of the marketing concept as a basis for the social marketing of educational programs has only been suggested. What is needed is the application of the marketing concept to the marketing of a specific educational program.

Career education is an educational program which is currently being developed and tested in anticipation of public acceptance. It is not a new educational idea. The concept of career education is a contemporary revision of an educational program intended to solve old educational problems such as building self-reliance and self-sufficiency, and preparing students for a productive and fulfilling life.³

¹Ibid., 5.

²Robert W. Echles, "Using Marketing Concepts in the Not-for-Profit Organizations" (paper presented at the 1973 annual meeting of the Southwestern Social Science Association, Dallas, Texas, March 23, 1973).

³Sidney P. Marland, Career Education: A Model for Implementation (Washington, D.C.: U.S. Office of Education, Division of Vocational and Technical Education, 1971), pp. 1-3.

Career education is a total educational program of career awareness, orientation, and development beginning at grade one or earlier and continuing through the adult years. A total educational program should emphasize self-awareness, occupational information, and career development for individual preparation for the demands of the world of work.

Total social acceptance is necessary for the continued growth of career education. This study proposes that career education can be marketed as a product which satisfies the educational needs of this society. The transference of the marketing concept to education is a new and challenging idea. In an attempt to develop this idea, further research into the use of the marketing concept as a basis for the social marketing of a specific educational program is indicated. Therefore, the purpose of this study is to use the elements of the marketing concept to develop a functional marketing plan for the social marketing of the career education concept.

Statement of Problem

The problem of this study was to develop a functional marketing plan, based on the elements of the marketing concept, which may be appropriate for the social marketing of the career education concept as a total program of education. This functional marketing plan is based on: (a) consumer orientation; (b) systemization of the interdependent variables--product development, distribution, pricing, and promotion; and (c) the acquisition of profit as a residual of consumer satisfaction. The use of the elements of the marketing concept will emphasize the social acceptance of educational objectives as specified in career education.

Definition of Terms

For the purpose of this study, the following terms must be defined:

Career Education--A developmental concept encompassing a total educational program of intellectual-environmental interaction which states as a primary goal the occupational self-fulfillment of the individual.

Marketing Concept--A philosophy of marketing management which views the consumer as the primary focus of all marketing decisions. The elements of the marketing concept are consumer orientation, systemization of interdependent variables, and profit.

Consumer Orientation--"A positive effort by the marketer to make the consumer the focus of all marketing decisions through service that delivers a high level of satisfaction per consumer dollar spent."¹

Systemization of Interdependent Variables--"A view that the entire business is a total operational system with consumer and social problems taking precedent over operational considerations in all functional areas."² The interdependent variables are product development, distribution, pricing, and promotion.

Profit--"A residual that results from efficiently supplying consumer satisfaction in the market place."³ As applied to career education, profit results when the consumer of education achieves a desired level of occupational self-fulfillment. Self-fulfillment of the individual will result from participation in the educational programs of career education.

Delimitations

The scope of the study was limited to the development of a social marketing program based on the elements of a philosophy described by marketing historians as "the marketing concept." The use of social marketing for the attainment of educational objectives was restricted

¹Martin Bell and C. W. Emroy, "The Faltering Marketing Concept," Journal of Marketing, XXXV (October, 1971), 41.

²Ibid.

³Ibid.

to "career education." This study made no attempt to quantify the data in terms of educational effectiveness or consequence.

Sources of Data

The data for this study was obtained from numerous books, periodicals, research reports, and other materials that comprise the literature of marketing and career education.

Procedure

The first step in this study was to conduct an extensive survey of the literature related to the marketing concept, thereby establishing the conceptual development of the philosophy for social marketing.

The second step was to conduct an investigation of educational literature for a comprehensive outline of the fundamental aspects of career education, thus indicating the scope and nature of career education for social marketing.

Step three involved the development of a functional marketing plan based on the elements of the marketing concept for the social marketing of career education as a total program of education. This functional marketing plan was based on: (a) consumer orientation; (b) systemization of interdependent variables which are product development, distribution, pricing, and promotion; and (c) the acquisition of profit as a residual of consumer satisfaction. The use of the elements of the marketing concept emphasized the social acceptance of educational objectives as specified in career education.

The final step involved preparing a summation of the study with concluding statements and recommendations regarding the potential use of

social marketing in career education. A formal preparation and presentation of the research report concluded the study.

CHAPTER II

THE PHILOSOPHY OF THE MARKETING CONCEPT

Marketing philosophy is presently in a process of transition.¹ The philosophy of marketing has changed character as society has changed. It is as dynamic as society is dynamic. At the same time, it is evolutionary in a philosophical search for the "right way" to contribute to the socioeconomic well-being of the nation.²

The contemporary philosophy of marketing is expressed in the elements of the marketing concept. Inherent in the new marketing concept is the idea that past and present managerial emphasis on profit in and of itself is insufficient for tomorrow's socioeconomic needs.³ The postwar management concept of maximum production, hard sell, and waste through planned obsolescence is no longer valid in an environment of scarcity.⁴

¹Philip Kotler, "A Generic Concept of Marketing," Journal of Marketing, XXXVI (April, 1972), 46.

²William J. Stanton, Fundamentals of Marketing (New York: McGraw-Hill Publishing Company, 1971), pp. 5-6.

³Gilbert Buck, "The Hazards of Corporate Responsibility," Fortune, LXXXVI (June, 1973), 114.

⁴Hazel Henderson, "Ecologists Versus Economists," Harvard Business Review, XLI (July-August, 1973), 28.

Buck¹ visualizes the world we live in as a closed system, each variable functioning interdependently with all other variables within that system. Our nation is a continuum of socioeconomic involvement, and the business enterprise is a major coordinator of the national continuum. Thus, the role of the business enterprise today is one of social responsibility, and the philosophy of the marketing concept is instrumental in the successful accomplishment of that role.²

For marketing to carry out its role of social responsibility, marketing must be cognizant of the emergence of contemporary social concepts. Such an emerging concept is the concept of career education. Career education is a contemporary educational concept of intellectual-environmental interaction which establishes a goal for education of productivity for all individuals. Career education has the potential for becoming intrinsic in our nation's social system. Therefore, this study has structured a functional marketing plan for the social marketing of the career education concept in an effort to expand the socially responsible nature of contemporary marketing. In this chapter, the conceptual development of the philosophy of the marketing concept has been analyzed, thereby establishing a basis for functional social marketing. The marketing concept began as a managerial philosophy of consumer orientation for profit making. The philosophy of the marketing concept has evolved from a concept of consumer-profit orientation to a concept of systemized organizational operations directed at consumer-social problem solving. Profit has become secondary to social well-being and may be defined as a residual of consumer satisfaction.

¹Buck, "The Hazards of Corporate Responsibility," 115.

²Ibid.

Development of Marketing Thought

Marketing as a process began simply, but eventually when early man began producing surpluses of goods. As Burch¹ stated, "This early period of production developed in a basically agrarian environment." In an agrarian economy, people were relatively self-sufficient. Individuals met their own physiological needs for food, clothing, and shelter with limited reliance on trade. In a self-sufficient, agrarian economy, there was minimal specialization of labor; goods and services were of the handicraft variety geared to family consumption. Trade was conspicuously lacking.

Eventually, the concept of the division of labor began to evolve, giving rise to a transitional phase of economic development in a basic agrarian social structure with a minimal geographic distribution of handcrafted goods. With a division of labor, craftsmen began to concentrate on the production of goods in which they excelled. Inventories grew to levels greater than the needs of the individual craftsman and his family. When the craftsman produced more of an item than he could consume, he traded his excess production for goods of which he was in short supply. Excesses of production led to trade expansion. Trade was the early essence of the marketing process.²

Trade developed rapidly; societies expanded; and marketing became an operative part of our nation's socialization and economic development.³

¹Edward G. Burch, Donald T. Clark, and Ralph W. Hidy, The World of Business (New York: Simon and Schuster, Inc., 1962), pp. 9-28.

²George W. Robbins, "Notions About the Origins of Trade," Journal of Marketing, XI (January, 1947), 228.

³Ibid., 236.

Marketing developed from producers of hand-made, minimal suppliers to producers of quantity for inventory in anticipation of future demands. The handicraft producer became the businessman. The businessman became an entrepreneur of a growing organizational structure which had as a primary objective the movement of goods from the site of production to the point of sale. In time, the market place became an established center of trade where buyer and seller met to exchange title to goods.

As trade became more extensive and complex, the markets where buyer and seller exchanged title to goods were increasingly located at greater distances from the producer's site. As these distances increased, marketing as a process transcended face-to-face, buyer-seller interaction to selling through intermediaries. These intermediaries were businessmen who acted as middlemen between the producer and the consumer. The producer-seller no longer knew to whom he was selling his goods. The seller lost direct contact with the buyer. Intermediaries began accepting the responsibility of the movement of goods to an ultimate point of sale.

Trade centers were formed and these centers grew in specific geographic locations to aid in the selling process. Home production operations moved to the factories. Service industries grew; and man, the social being, became increasingly dependent on others for his daily needs.¹ The handicraft producer became dependent upon the marketing process for survival. Man's increasing dependence on others for material goods became a contributing factor to America's entrance into the Industrial Revolution.²

¹Alex Groner, The History of American Business and Industry (New York: American Heritage Company, 1972), pp. 6-47.

²Ibid., pp. 83-117.

Marketing thought began to formalize during the height of the Industrial Revolution and continued to develop through three expansionary periods: (1) production orientation; (2) sales management orientation; and (3) marketing concept orientation.

Production Orientation

The period of production orientation is associated with the years 1900 to 1920.¹ During this first period of marketing philosophical growth, marketing theorists established a justification for marketing activities based on a philosophy of management which stressed production in the marketing of consumer goods and services. A statement indicative of the attitude expressed by the business community in relation to production-oriented marketing was "let the buyer beware."² The consumer was responsible to himself for purchasing decisions.

Sales Management Orientation

After World War I, modern marketing came of age.³ The United States experienced a shift from an economy of excesses of demand to an economy of excessive supply. As a result of the increasing availability of consumer goods and services, and the need to sell these goods and services in an expansionary, competitive economy, the emphasis of marketing philosophy shifted from production orientation to sales management orientation. The shift to sales management orientation established the second period in the development of marketing philosophy and continued to be the basis for marketing activities during the next thirty years.

¹George Schwartz, Science in Marketing (New York: John Wiley and Sons, Inc., 1965), p. 71.

²Stanton, Fundamentals of Marketing, p. 658.

³Ibid., p. 7.

During the thirty-year period of sales management orientation, the marketing process was defined by the American Marketing Association as "the performance of business activities that direct the flow of goods and services from producer to consumer or user."¹ The attitude of those involved in the marketing of consumer goods and services during this period can be summarized in the idea that marketing is the delivery of a standard of living to a society.²

Marketing Concept Orientation

The third period of development in marketing philosophy, marketing concept orientation, began in the 1950's and continues today. The marketing concept is a philosophy of management which stresses consumer awareness, understanding, and satisfaction. The marketing concept established a consumer-oriented philosophical basis for marketing activities and was responsible for a redefinition of the marketing process. Stanton defined the marketing process as "a total system of interacting business activities designed to plan, price, promote, and distribute want-satisfying products and services to present and potential customers."³ Management concluded that marketing was a total systemized process of interdependent variables which organized the operational structure of the business enterprise around consumer satisfaction.

¹Committee on Definitions, Marketing Definitions (Chicago: American Marketing Association, 1960), p. 15.

²Paul Mazer, "Does Distribution Cost Enough?" Fortune, XXXV (November, 1947), 138.

³Stanton, Fundamentals of Marketing, pp. 5-6.

The philosophy of the marketing concept first appeared in the literature in the early 1950's.¹ The marketing concept, as a philosophy of marketing management, differed markedly from production and sales management oriented marketing. Stress was placed on the importance of the consumer to marketing activities. The concept was derived from a philosophy of management which shifted managerial concern from production and sales volume to consumer awareness. In general, the business community accepted the merits of this concept of marketing.² This acceptance of consumer awareness in the marketing process resulted in a reorganization of business activities incorporating the goal of consumer satisfaction into the organizational structure of the business enterprise.³ Business firms met the growing demand for consumer awareness by establishing formal marketing departments consisting of centralized marketing staffs and vice presidents of marketing.

General Electric was the first corporation to formally incorporate the marketing concept into an organizational structure. In 1952, the role of the marketing concept in the corporation was emphasized by General Electric as follows:

In 1952, your company's operating managers were presented with an advanced concept of marketing, formulated by the Marketing Services Division. This, in simple terms, would introduce the marketing man at the beginning rather than the end of the production cycle and would integrate marketing into each phase of the business. Thus marketing, through studies and research, would establish for the engineer, and designer and the manufacturing man what the customer

¹Annual Report to the Stockholders (Schenectady, New York: General Electric Company, 1952), p. 21.

²Paul D. Converse, The Beginning of Marketing Thought in the United States (Austin, Texas: University of Texas, Bureau of Business Research, 1959), p. 13.

³Michael Halbert, The Meaning and Sources of Marketing Theory (Chicago: American Marketing Association, 1965), p. 61.

wants in a given product; what price he is willing to pay, and where and when it will be wanted. Marketing would have authority in product planning, production scheduling and inventory control, as well as the sales distribution and servicing of the product. This concept, it is believed, will tighten control over business operation and will fix responsibility, while making possible greater flexibility and closer teamwork in the marketing of the company's products.¹

Thus, the marketing concept of the 1950's emphasized customer satisfaction as a goal of the corporation producing consumer goods. Customer satisfaction was sought through providing a product that is wanted, at a price the customer can afford, and by offering the product for sale where and when it is wanted by that customer. Product planning, production, and sales activities of a company were based on an understanding of the consumer and his wants, and controlled by the marketing department of the business enterprise producing the consumer goods. Thus, the marketing concept was based on the idea that profit would be maximized through the production of goods that had an established market demand.

In the 1970's, the philosophy of the marketing concept has undergone further change. The marketing concept has changed to keep abreast of an ever-expanding, want-satisfaction-oriented society. The marketing concept has become a philosophy of management which recognizes the need-satisfaction characteristics of a consuming society as well as the needs of the individual consumer. The satisfaction of society's needs has become the social justification for the existence of the business enterprise.² Seibert states:

Marketing must project beyond consumer wants to social needs. Marketing will become responsible for change as well as responsive

¹Annual Report to the Stockholders, p. 21.

²Gerald Zaltman, "Marketing and Behavioral Services," Journal of Marketing, XXXIV (July, 1970), 27.

to change. In the development of marketing thought, the firm will strive to create a balance between the external environment and internal resources. The objectives of marketing are to:

1. fulfill individual needs,
2. influence other non-marketing systems such as social, economic, and legal systems, and
3. create an ecological balance.¹

Marketing has become a universal process cognizant of individual wants, as well as society's needs.

Alderson and Halbert reaffirm Seibert's belief by stating:

Marketing in the future will be dependent less on our capacity to produce and more on our capacity to develop an awareness of our needs in an environment of relative abundance and scarcity elsewhere.²

Thus, marketing has become socially oriented, functioning at multiple levels of consumption--solving consumer problems international in scope.³

Historically, marketing philosophy began to formalize during the Industrial Revolution. However, the marketing concept as a total managerial philosophy did not appear in the professional business literature until the early 1950's, almost one hundred years after initial formal application of marketing philosophy to business problem solving.

With the establishment of 1950 as the relative date for the first formal introduction of the marketing concept in business literature, it becomes apparent that the marketing concept, as a specific philosophical basis for management problem solving, has changed as areas of emphasis in the marketing process have changed. The philosophy of the marketing

¹Joseph C. Seibert, Concepts of Marketing (New York: Harper and Row, Publishers, 1973), pp. 465-480.

²Wroe Alderson and Michael H. Halbert, Men, Motives, and Markets (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 108.

³Barry M. Richman and Melvyn Copen, International Management and Economic Development (New York: McGraw-Hill Publishing Company, 1972), p. 375.

concept has developed and matured as a basis for the marketing of consumer goods and services. The development of the marketing concept may be expressed in terms of two expansionary periods. The first period of growth in the development of the marketing concept may be expressed as The Marketing Concept: Consumer/Profit Orientation Period (MC:C/POP). The dates associated with this first period of growth are 1950 to 1970. The second period of growth in the development of the marketing concept is termed The Marketing Concept: Consumer/Social Orientation Period (MC:C/SOP). The dates associated with this second period of growth are 1970 to the present.

The Marketing Concept: Consumer/Profit
Orientation Period--1950-1970

The marketing concept: consumer/profit orientation period was exemplified by an increased corporate stress on customer satisfaction resulting from the marketing of consumer goods and services. Corporate emphasis on consumer satisfaction was a managerial policy shift placing customer satisfaction ahead of sales as the goal of the business enterprise.¹ McKitterick emphasized the managerial attitude toward the customer of the 1950's as "not so much to be skillful in making the customer do what suits the interests of the business as to be skillful in conceiving and then making the business do what suits the interests of the consumer."² As a result of this emerging attitude toward the consumer, industry began to acquire and allocate product resources within the business community for the betterment of the consumer.³

¹J. B. McKitterick, "What Is the Marketing Concept?" The Frontiers of Marketing Thought and Science, ed. by Frank M. Bass (Chicago: American Marketing Association, 1957), p. 79.

²Ibid.

³Ibid.

McKitterick further emphasized the importance of corporations seeking consumer satisfaction when he stated:

Certainly, anyone who examines the turnover in rankings of the hundred largest corporations or the turnover in leadership positions in even the smallest markets, cannot fail to see that the graveyards of business are full of those who conceived their obligation to the customer too narrowly.¹

The business enterprise has shifted managerial concern from production and sales to the consumer. Consumer orientation has become the starting place for policy, the criteria for decision making, and the basis for testing corporate effectiveness.²

Borch³ reinforced the findings of McKitterick stating that in the late 1950's under the marketing concept, customer satisfaction became the major goal of the corporation. Satisfaction of the consumer became the unifying force of business activities. Under the leadership of Borch, the marketing concept of General Electric was restated as follows:

We feel that marketing is a fundamental business philosophy. This definition recognizes marketing's functions and methods of organizational structure as only the implementation of the philosophy. These things are not, in themselves, the philosophy.

Fundamental to this philosophy is the recognition and acceptance of a consumer-oriented way of doing business. Under marketing the consumer becomes the fulcrum, the pivot point about which the business moves in operating for the balanced best interests of all concerned. . . .⁴

¹Ibid., p. 80.

²Peter Drucker, The Practice of Management (New York: Harper and Row, Publishers, 1954), p. 37.

³Fred J. Borch, "The Marketing Philosophy as a Way of Business Life," The Marketing Concept: Its Meaning to Management (New York: American Management Association, 1957), p. 4.

⁴Ibid.

A consumer-oriented description of the marketing concept for profit attainment continued to dominate marketing literature in the 1950's and 60's.

Further agreement with the marketing concept of profit through consumer orientation was expressed by Stanton as follows:

The marketing concept is based on two fundamental beliefs. First, all company planning, policies, and operations should be oriented toward the consumer; second, profitable sales volume should be the goal of the firm. In its fullest sense, the marketing concept is a philosophy of business which states that the customer's want satisfaction is the economic and social justification of a company's existence. Consequently, all company activities in production, engineering, and finance, as well as in marketing, must be devoted first to determining what the customer's wants are and then to satisfying those wants while still making a reasonable profit.¹

The philosophy of the marketing concept, as first defined through a General Electric Company policy statement in 1952 and reaffirmed in marketing literature of the 1950's and 60's, established customer satisfaction as the unifying objective of business operations. Profit would be maximized by the business which most closely met the needs and wants of the consuming public.

Phelps defined the marketing philosophy of the 1950's as a philosophy which will permeate all areas of the business enterprise. Phelps declared:

The new image of marketing implies that consumer's needs and desires, insofar as they can be ascertained in advance of production, follow through to activities which aid the consumer in getting utility from products which he has purchased. Accordingly, the consumer and his wants become the fulcrum around which a business moves. Concern and responsibility for marketing, although centered on one department for operational purposes, must permeate all areas of the business enterprise.²

¹ Stanton, Fundamentals of Marketing, pp. 5-6.

² D. Maynard Phelps, Effective Marketing Action, ed. by David W. Ewing (New York: Harper and Row, Publishers, 1958), p. 6.

The marketing concept implies consumer orientation. The concept also gives importance to the systemized assimilation of consumer orientation into the organizational structure of the firm.

Douglas¹ contributed to conceptualizing the marketing concept when he wrote that the underlying theme of the marketing concept was the concept's dependence upon participation of the consumer in the operations of the business enterprise. The marketing concept calls for the consumer to participate in activities once reserved for those persons in managerial positions. In the past, the consumer has played a responsive role at the direction of the corporation; under the marketing concept the role of the consumer is that of active participation in the planning function of the managerial process. Customer needs and wants set the criteria for all decision making throughout the organizational structure of the business enterprise. According to Douglas, participation of the consumer in managerial decision making is acknowledged in the following two ways:

1. The consumer now assumes a much greater role and voice in the decision-making process of the firm.
2. Those persons involved with the marketing activities assume a much more important place among the executive elite.²

With the introduction of the marketing concept into the organization as described by Douglas, the structure of the firm itself will undergo change. Organizationally the functions of marketing and management will begin and end with the consumer. Douglas³ and McKitterick⁴ agree that

¹John Douglas, "A Comparison of Management Theory Y with the Marketing Concept," Perspectives in Marketing Theory, ed. by Jerome B. Kernan and Montrose S. Sommers (New York: Appleton-Century-Crofts, 1968), p. 259.

²Ibid.

³Ibid., p. 260.

⁴McKitterick, "What Is the Marketing Concept?" p. 79.

the structure of the business enterprise, which is geared to the application of the marketing concept, will be manifested in an attitudinal change characterized by managerial motivation emanating from the desire to meet the needs of the consumer.

Rewoldt and Scott observed the following implication of the marketing concept:

The implication of the concept is that the fundamental purpose of business activity is the satisfaction of consumer wants. It follows from this that a prerequisite to rational business activity is knowledge and understanding of consumer behavior. The function of marketing is to study and interpret consumer needs and behavior and to guide all business activities toward the end of consumer satisfaction. In doing this, marketing gets involved in all business functions. Successful implementation of the marketing concept is possible only if management perceives of marketing as an all-pervasive business activity.¹

Again, the philosophy of marketing was broadened to include a total, systemized concept of business activities designed to reinforce the market position of the business enterprise through consumer orientation.

A national survey of executive attitudes toward the marketing concept established the philosophy of the marketing concept as being divided into four elements--consumer orientation, an integrated management function, profit directed, and scientific planning.² An analysis of the four elements of the marketing concept, as seen by the executives, indicate that a basic function of business management is the continuing search for, and development of a state of balance between the goods and services which

¹Steward H. Rewoldt, James D. Scott, and Martin R. Warshaw, Introduction to Marketing Management (Homewood, Ill.: Richard D. Irwin Co., Inc. 1969), p. 6.

²Martin L. Bell, Marketing Concepts and Strategy (Boston: Houghton Mifflin Co., 1972), p. 6.

a business offers a consuming public and the environment in which that business exists. In reference to the survey of executive attitudes as cited above, King stated, "Just as the twentieth century American economy has been dynamic, business management has adapted to changing conditions through re-evaluation of managerial orientation and actions."¹ The 1950's and 60's witnessed the development of such an orientation which has become popularly called the marketing concept.

The marketing concept was a philosophy of management emphasizing the actuation and control of all corporate effort for the purpose of achieving customer satisfaction in the market place while enhancing the profit position of the firm.² The philosophy of the marketing concept, as expressed by executives from American business and industry,³ was stated as a managerial philosophy exhibited through total corporate effort which is planned and controlled for profit through consumer orientation.

The marketing concept of the consumer/profit orientation period of philosophical development may be defined as "a way of life in which all resources of an organization are mobilized to create, stimulate and satisfy the customer at a profit."⁴ Consumer orientation through total corporate involvement for profit was the theme of MC:C/POP.

¹Robert L. King, "The Marketing Concept," Science in Marketing, ed. by George Schwartz (New York: John Wiley and Son, Inc., 1965), pp. 70-85.

²Ibid.

³Bell, Marketing Concepts and Strategy, p. 6.

⁴Edward J. Green, Handbook of Modern Marketing (New York: McGraw-Hill Publishing Company, 1970), p. 3.

Lazer comments:

This conception of marketing means simply an orientation to the requirements of the market place, and the matching of profitable market opportunities with business effort. The business must select those market segments that it can serve profitably. . . . It recognizes that marketing supplies the basis for developing integrated business systems, establishing business policies, and formulating programs through corporate-consumer matching. In this sense, there is an interlocking of the corporate-consumer domain.¹

The consumer has become the controlling force for management decision making. The consumer holds a position of equal responsibility with management for corporate production, distribution, pricing, and promotion of consumer goods and services.

Slater² defined marketing as the efforts of producers and distributors in the private sector of an advanced industrial economy to stimulate and service the effective demand for existing goods and services. As identified by Enis, the marketing concept as the philosophical basis for marketing has two benefits:

1. The emphasis on customer satisfaction implies that all organizational activities should be focused upon this fundamental objective. With such unity of purpose and focus, organizational activities can be coordinated and conflicts minimized.
2. The emphasis on the customer should keep the organization alert to changing environmental conditions, new markets, and shifts in customer's tastes and demands.³

¹William Lazer, Marketing Management Systems Perspective (New York: John Wiley and Sons, Inc., 1971), p. 26.

²Charles C. Slater, "Modern Marketing: The Based Allocator of Resources," New Essays in Marketing Theory, ed. by George Fisk (Boston: Allyn and Bacon, Inc., 1971), p. 423.

³Ben M. Enis, Marketing Principles (Pacific Palisades, Calif.: Goodyear Publishing Co., Inc., 1974), p. 41.

The marketing concept exhibits philosophical connotations broad in scope. The boundaries of the application of the marketing concept are limited only by the extent of customer demand.

The philosophy of the marketing concept: consumer/profit orientation was a state of awareness which enabled the business enterprise to assess the relationships of interdependent forces as they are influential in developing goods and services for consumers. The managerial emphasis was on maximizing consumer satisfaction with the purchase of a product at a price profitable to the buyer and to the producer of the product or service. The marketing concept involves dual satisfaction: personal satisfaction for the customer and profit satisfaction for the business enterprise.¹

A further broadening of the marketing concept became apparent in the decade of the 1960's. McInnes² writes in terms of the concept's contributions to social well-being. In his opinion, the present concept of marketing looks at consumption not only as a buyer-seller interaction business activity, but also as a social phenomenon. The data of marketing may be obtained from (a) accounting records, (b) economic units of utility, (c) managerial interaction, or (d) elements of social structure.³

Drucker also saw the conceptual framework of marketing activities to be broad in scope and commented thus, "If you want to know what a

¹Weldon J. Taylor and Roy T. Shaw, Jr., Marketing: An Integrated Analytical Approach (Chicago: South-Western Publishing Company, 1969), p. 50.

²William McInnes, "A Conceptual Approach to Marketing," Theory in Marketing, ed. by Keith Cox, Wroe Alderson, and Benson Shapiro (Homewood, Ill.: Richard D. Irwin Co., Inc., 1964), p. 67.

³Ibid.

business is, we have to start with its purpose, and its purpose must be outside of business itself. In fact, it must be in society, since a business enterprise is an organ of society."¹ The inclusion of the marketing concept as a function of social interaction becomes the basis for the broadening of the marketing concept as redefined in the 1970's.

Specifically, the marketing concept of the consumer/profit orientation period of philosophical development involved:

1. Company-wide managerial awareness and application of the consumers' role as it is related to the firms' existence, growth, and stability.
2. Active company-wide managerial awareness of and concern with interdepartmental implications of decisions and actions of an individual department.
3. Active company-wide managerial concern with innovation of products and services designed to solve selected consumer problems.
4. General managerial concern with the effect of new product and service introduction of the firm's profit position, both present and future, and recognition of the potential rewards which may accrue from new product planning, including profits and profit stability.
5. General managerial appreciation of the role of marketing intelligence and other fact finding and reporting units within, and adjacent to, the firm in translating the general statements presented above into detailed statements of profitable market potentials, targets, and action.
6. Company-wide managerial effort, based on participation and interaction of company officers, in establishing corporate and departmental objectives, which are understood by, and acceptable to these officers, and which are consistent with enhancement of the firm's profit position.
7. Formal short and long-range planning of corporate goals, strategies, and tactics, resulting in defined and coordinated effort of the firm's functional areas.
8. Creation, expansion, termination or restructuring of any corporate function as deemed necessary in mobilizing, utilizing, and controlling total corporate effort toward the solution of selected consumer problems in ways compatible with enhancement of the firm's profit position.²

¹Drucker, The Practice of Management, p. 37.

²King, "The Marketing Concept," p. 80.

MC:C/POP was a total philosophical awareness and appreciation for the role of the consumer in corporate decision making. The concept stressed interdepartmental coordination, cooperation, and control for goal attainment. Market information was an integral facet of the marketing concept utilizing pre- and post-purchase feedback from the consumer as a basis for corporate policy definition and evaluation. MC:C/POP was a philosophy of total corporate involvement with long-term goal attainment actuated through the realization of short-run objectives. Ultimately, the philosophy of the marketing concept was consumer orientation through the structuring of organizational operations for customer satisfaction consistent with enhancement of the firm's profit position.

The Marketing Concept: Consumer/Social
Orientation Period--1970 to Present

In 1971, the marketing concept of the consumer/profit orientation period of philosophical development was revised by Bell and Emroy. The definition of the marketing concept for the 1970's emphasized the consumer first as the primary objective of the marketing process placing profit in a secondary position as a residual of consumer satisfaction. This revised concept is as follows:

1. consumer concern--consumer satisfaction first
2. integrated operations--consumer satisfaction first
3. profit reward--profit is the residual of customer satisfactions.

The first objective for the company is to assume more responsibility for consumer welfare. The reward for doing this should be profit. Probably the most effective way to handle the conflict of recognizing the dual social and profit goals will be to establish explicit company criteria of social responsibilities. Concern for the consumer will be marketing management's greatest challenge in the next decade.¹

¹Bell and Emroy, "The Faltering Marketing Concept," 41.

The Bell and Emroy definition of the marketing concept was expressed as a major philosophical revision cognizant of the emerging social influence on the marketing process.

Bell stated:

In the coming years, marketing authors will probably describe two phases in the marketing concept stage of the marketing revolution. The year 1970 will roughly be the dividing line between the two. The concept in phase one will stress profit attainment through customer orientation. In phase two, emphasis will be upon delivering customer satisfaction through genuine customer concern and profits will accrue only to those firms that succeed in this effort.¹

Profit will be a residual to successfully meeting the needs of the consumer.

In summary, the elements of the marketing concept (MC:C/POP) established in the 1950-60 period of philosophical development are as follows:

1. Consumer Orientation--The consumer is the pivot point about which all marketing action evolves. Consumer orientation demands a complete and thorough understanding of the needs, wants, and behavior characteristics of a consuming public for maximum personal satisfaction derived from the consumption of goods and services.
2. Integrated Corporate Functions--The unification of all business activities around the theme of consumer satisfaction is the goal of management. The marketing activities of product development, distribution, pricing, and promotion of consumer goods and services are ultimately integrated for maximum consumer satisfaction.
3. Profit--A corporate emphasis on customer satisfaction in the development, distribution, pricing, and promotion of consumer goods and services will maximize long-term profit.

¹ Bell, Marketing: Concepts and Strategy, p. 10.

In contrast to the marketing concept of the 1950-60 period, the marketing concept (MC:C/SOP) of the 1970 period of philosophical development as described by Bell is as follows:

1. Consumer Concern. A positive effort by the marketer to make the consumer the focus of all marketing decisions through service that delivers a high level of satisfaction per consumer dollar spent.
2. Integrated Operations. A view that the entire business is a total operational system with consumer and social problems taking precedent over operational considerations in all functional areas.
3. Profit Reward. Profit must be viewed as the residual that results from efficiently supplying consumer satisfaction in the marketplace.¹

The marketing concept: consumer/social orientation period differs philosophically from the marketing concept: consumer/profit orientation period in two ways--primary focus and profit reward.

In MC:C/SOP, the consumer is viewed as the primary focus of all marketing decisions. The customer's social well-being is considered by management to be significantly more important than profit. For the producer and consumer, customer satisfaction levels must be consistent with customer-dollar expenditures, creating a balance between customer satisfaction-expectation and customer satisfaction-realized in the consumption of goods and services. Philosophically, customer satisfaction-realized is a far reaching concept including actual customer satisfaction obtained from the physical act of consuming, as well as indirect satisfaction a customer derives from the use of the product. Indirect customer satisfaction relates to an intangible customer sense of personal security in knowing that the consumption of the product is at a state of balance with the customer's (a) knowledge of himself; (b) personal, emotional,

¹ Bell and Emroy, "The Faltering Marketing Concept," 41.

and physical needs and wants; and (c) state of balance with the social-ecological environment. Balance may be defined as harmony, consistency, or congruity among the cognitions of the individual consumer.

In MC:C/POP, the consumer was a source of knowledge and feedback for corporate unification and dollar profit. The consumer was the pivotal point about which the business enterprise operated. The needs and wants of the customer were anticipated by the producing firm in an effort to develop, distribute, price, and promote products having a forecasted, established demand. The needs and wants of the customer were anticipated by the producing firm in an effort to maximize dollar profits and to gain a competitive advantage over other producing and selling firms in the market place.

Profit reward, established under MC:C/SOP, defines profit as a residual of consumer satisfaction. Thus, profit can be intangible. Profit can be an intangible positive mind set resulting from an achieved state of balance between customer estimates of satisfaction and customer realized levels of satisfaction. Specifically, profit is a customer's positive identification of the manufacturing firm or goodwill. Profit becomes a consumer's conceptual identification of the business enterprise's contributions to personal and social well-being. Profit may also be dollar amounts, but the manufacturer's return on the sale of consumer goods and services must be consistent with levels of achieved customer satisfaction, and secondary to satisfaction. MC:C/SOP defines profit as the reward to be gained by the business enterprise exhibiting the appropriate product-service response to customer demand. Customer demand functions as the motivation for the response of the business enterprise in the production and sale of goods and services.

Profit, established under MC:C/POP, maintained that profit was a dollar differential between the manufacturer's input costs and the revenue obtained from the sale of the product. Profit was a dollar amount defined in terms of a return on investment, or in terms of a maximized dollar amount.

Systemization of MC:C/POP and MC:C/SOP remained the same. Systemization implies a unification and integration of the operations of the business enterprise around specifically defined objectives for total managerial effectiveness in meeting the needs of all consumers.

Broadening the Process of Marketing

The use of the marketing process for contemporary problem solving was broadened by Kotler and Levy¹ from a process for the business enterprise to a process for nonprofit institutions. The conclusion drawn by Kotler and Levy was that marketing, as a process geared to business goal attainment, was also applicable to nonbusiness concerns.² "Marketing is a relevant discipline for all organizations insofar as all organizations can be said to have customers and products."³ Kotler⁴ defines this broadened concept of marketing as a "consciousness two" level of marketing. Consciousness two marketers do not see payment as a necessary condition to the marketing process. Marketing analysis and planning are relevant

¹Philip Kotler and Sidney J. Levy, "Broadening the Concept of Marketing," Journal of Marketing, XXXIII (January, 1969), 11.

²Ibid.

³Ibid.

⁴Philip Kotler, "A Generic Concept of Marketing," Journal of Marketing, XXXVI (April, 1972), 48.

to all organizations producing products and services for consumption whether or not payment is required.¹ Kotler continues, "Marketing consciousness two states that marketing is relevant in all situations where one can identify an organization, a client group, and products broadly defined."² Marketing is applicable to all organizations, business and nonbusiness, profit and nonprofit, insofar as they provide goods or services for a consuming public. The organization may be a government agency or an educational institution producing services for consuming publics which may be taxpayers or students.

Kotler³ defined a third level of consciousness for marketing as "consciousness three." Marketing consciousness three "applies to an organization's attempts to relate to all of its publics, not just its consuming public."⁴ Kotler⁵ views publics of an organization as supporters, suppliers, employees, governments, agents or other key publics directly or indirectly involved in the consumption of goods and services.

The consumer may take on many forms. For example, in a governmental agency such as a police department, the consumer may be defined as the individual directly involved in police apprehension, the individual protected by the apprehension, as well as all persons in the department's jurisdiction and in other jurisdictions--in short the department is responsible to society.

With the educational institution, the consumer under Kotler's consciousness three becomes the student, the parents of the student, the financial supporters of that institution, and the society in which the publics of education reside.

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

When applied to the business enterprise, consciousness three defines the consumer as the purchaser of the product, the one who consumes that product, as well as society in general since the raw materials used in production, and the production process itself either directly or indirectly affect social well-being. Kotler sees the consumer as a public and states the following:

A public is any group with potential interest and impact on an organization. . . . every organization has up to nine distinguishable publics: there are three input publics (supporters, employees, suppliers), two output publics (agents, consumers), and four sanctioning publics (government, competitors, special publics, and general publics).¹

All of these publics may be potential consumer targets. Application of the philosophy of the marketing concept is relevant to each in terms of consumer orientation, systemization, and profit reward. In relation to the consumer/social-oriented period of the marketing concept, each of these publics requires organizational awareness of needs, wants, and satisfaction consistent with the public's own awareness of those needs and wants. The not-for-profit institution itself requires a systemization of organizational operations for a unified institutional effort toward goal attainment. An institution must realize that profit is a reward derived from the achievement of consumer satisfaction.

As a result of the broadening of the application of marketing, marketing has become a process for social goal attainment. Marketing is business as well as nonbusiness oriented.² Marketers can assume the responsibilities of advisor and program developer for churches,

¹Ibid., 51.

²Benson Shapiro, "Marketing for Nonprofit Organizations," Harvard Business Review, XXVI (September-October, 1973), 124.

governmental institutions, education, or the military.¹ Thus, as Kotler and Zaltman state, "Today it's no longer a question of whether to use marketing as a social tool, but how to use it."²

Kotler and Zaltman define marketing for social objectives as social marketing. Social marketing is defined as, "The design, implementation, and control of programs calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communication, distribution, and marketing research."³ Kotler and Zaltman propose the following outline for marketing social objectives:

1. The right product
2. Backed by the right promotion
3. Put in the right place
4. At the right price.⁴

The outline is a description of the utility of the marketing process implying consumer orientation. Utility in marketing is expressed as the application of the consumer/social-oriented philosophy of the marketing concept stressing customer understanding for the development of (a) the right amount of the right product, distributed in the appropriate quantities, where and when there is product demand; (b) a product price consistent with the customer's ability to pay; and, (c) a sufficient amount of the right promotion, placed in the best media for maximum communication effectiveness.

¹Echles, "Using Marketing Concepts in the Not-for-Profit Organizations."

²Philip Kotler and Gerald Zaltman, "Social Marketing," Marketing Times, XXI (January-February, 1972), 24.

³Kotler and Zaltman, "Social Marketing: An Approach to Planned Social Change," 12.

⁴Kotler and Zaltman, "Social Marketing," 24.

An application of social marketing based on MC:C/SOP would progress as follows:

Product. The social marketer remains aware of the core product and tries to create various tangible products which advance the social objective. The creation of the tangible product is based on the defined needs and wants of the various target markets.

Promotion. The communication-persuasion strategy tactics must make the product familiar, acceptable and desirable to the target market.

Place. Provides adequate and compatible distribution and response channels so motivated persons know where to obtain the product.

Price. Represents costs the target markets-buyer must accept in order to obtain the product. It may include money costs, opportunity costs, energy costs and psychic costs.¹

Functional social marketing can be defined as the marketing process based on the elements of MC:C/SOP for planned social change commensurate with the demands of the various publics concerned.

Summary

This chapter has dealt with the conceptual development of the philosophy of the marketing concept, thereby establishing a basis for functional social marketing. The study emphasizes the structuring of a functional marketing plan for the social marketing of the career education concept in an effort to expand the socially responsible nature of contemporary marketing.

Marketing began as a process of trade and formalized into a process of buyer-seller interaction based on various philosophies of marketing management: (1) production oriented marketing, (2) sales management oriented marketing, and (3) marketing concept oriented marketing. The third period of development in marketing philosophy, marketing concept orientation, began in the 1950's and continues today.

¹Ibid., 27.

The philosophy of the marketing concept is divided into two periods of development: (1) marketing concept: consumer/profit orientation period (MC:C/POP) and (2) marketing concept: consumer/social orientation period (MC:C/SOP). MC:C/POP emphasized customer satisfaction as the goal of the business enterprise which produces consumer goods. The goal of customer satisfaction is reached through providing the customer with a product which is wanted, and by offering the product for sale when and where that product is wanted by the customer. Product planning, and sales activities of a business are based on an understanding of the customer's needs and wants, and controlled by the marketing department of the business enterprise producing the consumer goods. Consumer orientation was based on the theory that profit would be maximized through the production of goods which had an established demand.

The marketing concept: consumer/social orientation period is a contemporary revision of the consumer/profit oriented marketing concept. The contemporary revision of the marketing concept was defined by Bell and Emroy as follows:

1. Consumer concern--consumer satisfaction first
2. Integrated operations--consumer satisfaction first
3. Profit reward--profit is the residual of customer satisfaction.¹

The development of a functional social marketing plan in this study will be based on the consumer/social oriented marketing concept.

Social marketing is an application of MC:C/SOP for, as Kotler² states, "The development and implementation of programs designed to create, maintain and/or alter attitudes and opinions directed toward nonbusiness ideas, institutions, programs or persons."

¹Bell and Emroy, "The Faltering Marketing Concept," 41.

²Kotler, "A Generic Concept of Marketing," 46.

The information presented in this chapter establishes a philosophy of marketing as a background for Chapter III, a study and analysis of the career education concept. An outline of the fundamental aspects of career education were studied in an attempt to establish a conceptual understanding of the concept for social marketing.

CHAPTER III

FUNDAMENTALS OF CAREER EDUCATION

To gain an appreciation for the comprehensive nature of career education for social marketing, the concept will be defined intrinsically as an inherent component of our nation's social system. Career education is a developmental concept encompassing a total educational program of intellectual-environmental interaction which states as a primary goal the occupational self-fulfillment of the individual. Career education is a life-long process of learning, serving all ages. Career education furnishes information and opportunities through experience to prepare the individual for life-long productivity. As a program, career education has the potential to provide all students with skills and knowledges necessary for self-fulfillment as a contributing member of society.

Career education offers a total, all-inclusive program of learning and experiencing which begins in kindergarten and continues through the adult years. Advocates of the program suggest formal and informal education for all members of society. The parameters of the classroom are broadened to include the home, community, business, industry, and government. Career education involves the educational structuring of basic school subjects around the theme of occupational-goal attainment. Career education is a total concept of educational-occupational thought.

This chapter presents the fundamental aspects of career education at four levels of education: elementary, middle, secondary, and post-secondary. The study includes the current development of the career education program emphasizing the educationally conceptual nature of the program for building self-reliance and self-sufficiency as students seek a productive life style.

Career Education Conceptually Defined

The career education concept gained prominence during the early 1970's under the leadership of the U.S. Office of Education. Advocates of career education such as Pierce,¹ Gordon,² Parnell,³ Marland,⁴ Worthington,⁵ McMurrin,⁶ and Goldhammer⁷ agree that career education is a socially justifiable, comprehensive program of education which will meet the needs of today's society.

¹William F. Pierce, "The Need for Advances in Career Education," Business Education Forum, XXVIII (October, 1973), 5.

²Edmund W. Gordon, "Broadening the Concept of Career Education," Essays on Career Education, ed. by Larry McClure and Carolyn Buan (Portland: Northwest Regional Educational Laboratory, 1973), p. 55.

³Dale Parnell, "Career Education and the School Curriculum," Essays on Career Education, ed. by Larry McClure and Carolyn Buan (Portland: Northwest Regional Educational Laboratory, 1973), p. 106.

⁴Robert M. Worthington, "Curriculum Development in Business and Office Education," Business Education Forum, XXVIII (November, 1973), 10.

⁵Marland, Career Education: A Model for Implementation, p. 1.

⁶Sterling M. McMurrin, "Toward a Philosophy for Career Education," Essays on Career Education, ed. by Larry McClure and Carolyn Buan (Portland: Northwest Regional Educational Laboratory, 1973), p. 19.

⁷Marland, "Forward," Essays on Career Education, quoting Keith Goldhammer, p. 1.

According to Pierce, career education will be the basis for educational reform and refocus for the following reason:

. . . so that what is taught in the classroom has a clear, demonstrable bearing on the student's future plans--whether these plans be to find a job immediately, to go on to college or graduate school or some other form of advanced training, or to enter the world of work for a time and then return to education, and in any case to enable the student to go forward securing the knowledge that he or she is prepared to deal with the world on its own terms.¹

Pierce² concludes that career education is a way of thinking, an attitude or mind set. Career education is learning about the demands of life, not an abstraction of reality.

Gordon states that the career education concept is:

. . . not perceived as a substitute for some other aspect of education or as an appendage to the existing content. Instead, career education is seen as an integral part of all basic educational programs. Career education must be concerned more with facilitating the process of living and less with preparation for making a living--more with the development of a meaningful life than with earning a good livelihood. This view of education does not involve a separate emphasis on one's educational or vocational development, but a comprehensive concern with career development, in which career is defined as the course by which one develops and lives a responsible and satisfying life.³

Thus, career education is an integral part of all education. Career education is conceptual in nature permeating every aspect of educational life. The program is comprehensive in its concern with career development and preparation for a meaningful, personally fulfilling life.

¹Pierce, "The Need for Advances in Career Education," 5.

²Ibid.

³Gordon, "Broadening the Concept of Career Education," pp. 55-63.

Parnell,¹ asserts that career education is total student orientation. Career education makes knowledge available, builds values, and provides a program of skill development for the benefit of all students. In addition Parnell stated, "In the career education curriculum, knowledge must be functionally related to the range of life careers or roles in which the individual will participate. It is education for survival in our contemporary society."² Career education is student oriented, yet at the same time societally oriented. When the individual plays an active part in contributing to his individual development through occupational and personal self-reliance, society will benefit.³

One of the nation's strongest advocates for career education has been Sidney P. Marland, former U.S. Commissioner of Education. In November, 1971, Marland professed:

Education in America is growing and changing to meet the expanding needs of the population. Education in America is striving for a state of excellence. This pursuit of excellence in education leads us toward equalizing educational opportunities that are afforded to the economically, socially, and culturally deprived children of America; toward improving the educational programs available to the mentally and physically handicapped; toward improving the way we prepare our youth for a lifetime of work. We need to guide the college-oriented student toward a meaningful degree program; we need to provide a solid understanding of America's free enterprise system, and of the opportunities and obligations inherent in that system.⁴

Career education is a flexible program of education geared to the needs of the population. Career education stresses educational opportunity for all.

¹Parnell, "Career Education and the School Curriculum," p. 106.

²Ibid.

³Ibid.

⁴Marland, Career Education: A Model for Implementation, pp. 1-3.

Marland urged the adoption of the career education concept when he stated that:

Career education would provide the training the students require for successful employment, and it would give them the education they need to bring personal fulfillment into their lives. It would teach reading, writing, and arithmetic as the fundamental skills. It would at the same time stress the ability to think, decide, and judge. . . . While career education will necessarily and properly embrace many of the vocational technical education's skill-producing activities, it will also reach a large percentage of students presently unexposed to the usual vocational offerings. . . .¹

Career education should provide the training necessary to meet the career demands of the world of work. The programs supply the basic skills of reading, writing, and arithmetic fitted to various career goals. In addition, the programs may furnish the student with the conceptual decision making skills required as a member of a productive, dynamic society. Career education has the potential for providing the knowledge and understanding necessary to function in a highly complex social structure.

Career education may be broad in scope possessing the potential for meeting the educational needs of the world population. At the International Conference on Education, Marland advanced his efforts to reinforce the career education concept when he declared: "Career education is designed to prepare students for the attache case professions as well as lunch box occupations. . . . American schools are producing too many youngsters who qualify neither for a job nor for college."² Many high school graduates go on to college only because they have no occupational direction, no established career pattern with which to function in society.

¹Ibid.

²Ibid.

Worthington, former Associate U.S. Commissioner of Education, expressed agreement with this concept when he wrote:

Career Education is based on the idea that all educational experiences, curriculum, instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work.¹

Broadly stated, career education seeks to remove the traditional separation between academic and vocational curricula. Career education blends the academically and vocationally-oriented programs to serve all learners at all levels of instruction in their quest for productive careers and rewarding lives.²

McMurrin, former U.S. Commissioner of Education and currently Dean of the Graduate School at the University of Utah, believes that:

. . . education, in addition to whatever else it may be, should be Career Education.

We are not bound to mean something by Career Education in principle, different from what we mean simply by education. 'Career' added to 'education' may well be employed to explain or emphasize a characteristic or facet of any or all education whatsoever. Anything worthy of being called 'education' must be relevant to the cultivation of those capabilities and qualities that make possible or in various ways enhance a career.

Career Education must mean not simply preparation in the knowledge and skills requisite for success in some line of work. It must also mean the cultivation of those artistic and moral sensitivities and qualities of intellect that mean success in living in the larger sense.³

¹Worthington, "Curriculum Development in Business and Office Education," 10.

²Sidney P. Marland, "Forward," Essays on Career Education, ed. by Larry McClure and Carolyn Buan (Portland: Northwest Regional Educational Laboratory, 1973), p. 1.

³Sterling M. McMurrin, "Toward a Philosophy for Career Education," Essays on Career Education, pp. 19-23.

The career education concept embraces creative and leisure-time activities and productive work leading to individual self-fulfillment and to what this work implies for society and the individual in terms of career development. An education should lead to a self-fulfilling career pattern, not simply to a job or executive position or profession. Education should lead to a total pattern of life consistent with the needs of the individual and his society.

Career education encompasses the entire school program from kindergarten through post-secondary education, including the retirement years. McMurrin stated:

. . . It should include the post-secondary level and adult and continuing education. This will involve changes in the curriculum, as well as in teaching approaches. What we are doing is applying a wholly new concept to the entire system; change, therefore, will be substantial.¹

As the nation progresses toward the twenty-first century, technological advances will be substantial requiring several career choices in a lifetime for many individuals. Education must be flexible allowing for updating of curricula, career change, or for retraining for all those desiring career change. The individual must be able to exit or re-enter the educational system whenever the need for occupational change is apparent.

In relation to the educational change as indicated by McMurrin, Marland stated:

. . . Besides encompassing every school year, career education will include all students. They will learn about the wide range of career possibilities in our technologically advanced society. They will learn what is involved in getting a job and holding it.

¹Ibid., p. 23.

They will receive sound guidance and counseling to help them consider their interests and abilities in relation to potential careers. They will learn of the occupational needs of the nation, as projected.¹

The educational changes brought about in the school system as a result of career education are broad in scope. Career education will encompass all of education from preschool through adult education. Career possibilities will be stressed at each level of the educational system, emphasizing a program of guidance and counseling for job selection and self-awareness. Specific job skills will be taught in conjunction with and as part of academic programs of education. Career education will be a program for teacher unification within the educational system bridging the present gap between the school and the world of work.

Career education will provide an educational environment conducive to student exploration of various occupations. Students interested in medical careers will be given the opportunity to learn and to work in a hospital environment as an orderly early in their educational endeavors. Career education structures an educational program for occupational awareness, interest, and experience facilitating the acquisition of knowledge for intelligent career choice. Worthington has noted:

Its purpose is to prepare all students for successful and rewarding lives by improving their basis for occupational choice, by facilitating their acquisition of occupational skills, by enhancing their educational achievement, by making education more meaningful and relevant to their aspirations, and by increasing the real choices they have among the many different occupations and training avenues open to them. While it is anticipated that career education can increase the opportunities available to the disadvantaged, it is not explicitly designed

¹Sidney P. Marland, "Career Education: Every Student Headed for a Goal," American Vocational Journal, XLVII (March, 1972), 35.

to involve any particular group or segment of society. It is directed at changing the whole educational system to benefit the entire population.¹

Proponents of career education envision the total educational system benefiting all groups by emphasizing individual preparation for successful and rewarding lives through knowledgeable career involvement.

There are educators who do not agree with the concept of career education. These educators do not endorse the concept because they see it only in a vocational context. They believe career education will require the student to make an occupational choice too early in life, thus locking the student into a potentially undesirable career. As a rebuttal, Goldhammer stated:

It is argued . . . that career education constitutes a new, vitalizing thrust in education. There are, of course, those who will say that it is just another passing fancy and if we don't pay too much attention to it, it will go away and leave us undisturbed. The evidence mounts daily that this is not the general reaction. The increasing public and legislative reaction to career education is one of hope that a new paradigm for educational operations has finally been found which will not only provide a basic social return consistent with the anticipated human and financial inputs, but a relevance for youth which will help them find their social identifications and secure a sense of mission and destiny as participating members of society.²

Investigation of the views of many educators indicates that career education is a concept whose time has come. Implementation of the concept would hopefully bring unification of all educational curricula geared toward individual career development. Advocates of career education believe it to be the means to personal social identification.

¹Worthington, "Curriculum Development in Business and Office Education," 3.

²Marland, "Forward," Essays on Career Education, quoting Keith Goldhammer, p. 1.

Because career education has been defined as a comprehensive educational program beginning in grade one or earlier and continuing through the adult years, the composition of career education shall involve:

1. A restructuring of the basic school subjects around the theme of career development.
2. Elementary students being helped to become aware of the wide range of career options in our economy to develop self-awareness, and to develop favorable attitudes about the psychological and social significance of work.
3. Junior high school students exploring specific clusters of occupations through hands-on experiences and field observation, as well as through classroom instruction, as they begin to develop career decision making skills.
4. Senior high school students preparing for job-entry in a selected career area through classroom, laboratory, and on-the-job activities and concurrently preparing for further education.
5. The basic academic subjects becoming more relevant because the student is helped to perceive the relationship to future career goals.
6. The school assisting students in securing placement either in a job, in a post-secondary occupational program, or in college.
7. College students enrolling in higher education with a purpose and a clear sense of direction, focused on a career goal which they have established themselves.¹

Career education will require change in terms of curriculum and organizational structure. Learning will be structured around the theme of career development as a total program of individualized occupational development and self-fulfillment.

Career Education Programs

Generalized programs at each educational level of career education are the basis for the development of a career-oriented occupational

¹Career Education (Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1971), pp. 1-3.

curriculum from kindergarten through post-secondary education. Crews outlined the following educational levels and corresponding program goals for career education as follows:

1. Elementary School: Information and Orientation.
2. Middle School: Orientation and Exploration.
3. Secondary School: Exploration and Preparation.¹

Implementation of career education programs has proceeded primarily in cooperation with various state departments of vocational education in the United States. Career education experimental school-base models have been funded by the U.S. Office of Education through vocational-technical appropriations. Vocational education was originally responsible for planning, model building, and the development of a career-oriented educational curriculum to be employed in the first career education models.²

Funding for career education continues to be tied to national vocational appropriations as a subdivision of the vocational education program. As a result of its association with vocational education, career education has been mistakenly defined by some educators as a vocational program. Career education is not a subdivision of vocational education. Vocational education is in fact a facet of career education. Therefore, career education will need autonomous funding to establish its own unique role as an educational concept distinct from a vocational curriculum. Career education will be total academic orientation and must gain national acceptance as an all inclusive educational concept.

¹Alton C. Crews, "Country Model for a Career-Oriented Curriculum," American Vocational Journal, XLIV (December, 1969), 17.

²"Task Force Report on Career Education," American Vocational Journal, XLVII (January, 1972), 14.

Elementary School: Information and Orientation

In an effort to develop a program of career education for children at the elementary level of education, various schools across the country are testing instructional programs designed to present occupational information to students in grades K-6.¹ The major purpose of career education at level K-6 is to provide elementary students with a broad background of information to develop positive attitudes toward the world of work. Educators are hopeful this information will help students make accurate educational and vocational decisions at the exploration-preparation phase of their learning programs. These educational and vocational decisions should be consistent with the student's personal aspirations and abilities.²

Educators agree that children at the K-6 age group are not ready to make final vocational decisions.³ Therefore, a system of instruction at the elementary level has been developed on the premise that young students need to be provided with some orientation to the meaning of work. The importance of work to the student and to society is also stressed.⁴

¹Ibid.

²Robert W. Schreiber and Mabell Black, Elementary School Curriculum Guide (Raleigh, N.C.: Center for Occupational Education, 1973), pp. 6-10.

³Kenneth B. Matheny, "The Role of the Middle School in Career Education," American Vocational Journal, XLVI (December, 1969), 19.

⁴Position Paper on Career Education (National Association of State Directors of Vocational Education, Las Vegas, Nevada, September 17, 1971), pp. 1-3.

The elementary years are an informative period in which the world of work is presented to children in a manner that is realistic and appropriate to their stage of educational and intellectual development. The program of instruction at the elementary level would contain an academic program as follows:

1. To let children know about the multitude of occupational opportunities.
2. To help them develop a realistic view of the world of work in relation to their own abilities and limitations.
3. To provide the student with basic information about the major occupational fields.
4. To point out that there is dignity in work and that every worker performs a useful function.¹

The career education instructional program is a sequence of individual learning experiences. The program is structured to allow each child to work toward the educational and vocational interests of his or her own choice.²

There are 25,000 occupational fields listed in the Dictionary of Occupational Titles; 18 career clusters have been designated for the purposes of career education instruction and goal setting. The new curriculum scheduling for academic involvement in career education is based on the following 18 career clusters:

Accounting	Marketing
Agriculture	Management
Clerical	Mechanical and Repair
Conservation	Metals
Domestic and Custodial	Secretarial
Electrical	Social Service
Food Services	Textiles
Graphic Arts	Transportation
Health	Wood Products ³

¹Joseph V. Dzurenda, "Summer School for Introduction to Vocations," American Vocational Journal, XLIV (December, 1969), 26-27.

²Ibid.

³Career Clusters: An Organizational Technique to Facilitate the Delivery of Career Education (Washington, D.C.: U.S. Office of Education, Department of Vocational-Technical Education, January 3, 1972), p. 5.

The instructional program of career education in the elementary school is designed to motivate each child to work at his or her own pace.¹ The components of the program may be self-instructional devices and individual teaching aids. The pupil is involved in tutorial sessions with teachers, group discussions, films, and various programmed materials which conceptualize the individual's relationship to present and future complexities in the world of work.²

Because of their changing aspirations, elementary students are given the opportunity to explore the world of work at many levels instead of being restricted to a limited, channeled exposure at a socially predetermined level in their educational development.³ Concepts of the world of work are to be introduced into the curriculum whenever the interest of the individual is receptive.

The elementary student is introduced gradually to vocational areas and career clusters. Emphasis is on career planning and the student's own contributions to his or her personal and social development. The student is familiarized with:

1. The nature of work.
2. When and where work is done.
3. Special training or educational preparation of the worker.
4. Information about the economics of work, such as, money earned and hours worked.
5. Work's contribution to society.⁴

¹Joseph E. Hill and Derek N. Nummey, "Career Mobility through Personalized Occupational Education," American Vocational Journal, XLVI (October, 1971), 36.

²Gerold DiMinico, "An Instructional System for Children in Elementary School," American Vocational Journal, XLIV (December, 1969), 23-24.

³Career Clusters: An Organizational Technique to Facilitate the Delivery of Career Education, pp. 1-3.

⁴Arthur Lee Hardwick, "A Model for Career Education," Business Education Forum, XXV (May, 1971), 3-4.

Career education at the elementary level of education emphasizes information and orientation about career opportunities and the complexities of a working society. The elementary student is introduced to occupational opportunities through a basic analysis of the nature of work. The child is encouraged to develop a realistic view of work, as well as the physical and mental requirements of various occupations. The student is given an opportunity to see the contributions employment is making to society while preparing the child for the orientation-exploration phase of career education.

Middle School: Orientation and Exploration

The middle school shares with the elementary school a program of instruction which emphasizes career learning for students.¹ The program of career education at the middle school level contains a curriculum of orientation and exploration emphasizing:

1. Opportunities for the development and implementation of an accurate self-concept.
2. Decision-making skills.
3. Vocational information and exploratory experiences.
4. Appropriate curricula for the educational and vocational aspirations of the student.²

The role of the middle school in the implementation of the career education concept differs from the role of the elementary grades. The older child's intellectual comprehension of him or herself and the world of work is expanding. Therefore, to identify the unique role of the middle school in career education, various questions about the middle school

¹Cliff E. Helling and Eldon Ruff, Career Guidance (Raleigh, N.C.: Center for Occupational Education, 1973), pp. 3-5.

²Matheny, "The Role of the Middle School in Career Development," 19-20.

student must be answered by the educator: What is the child's present understanding of himself and individual potential? What work experiences has the child encountered? What attitudes and beliefs toward self-potential and work have already developed as a result of personal exposure to the world of work? What is the student's level of readiness for educational and vocational planning? And, how skillful has the middle school student become in decision making?

The answers to these questions are not easily obtained. The individual student's personal development may be influenced by a multitude of variables. Moreover, individuals are not groups. Thus, group averages are not necessarily representative of any given student. As a result, career education in the middle school must be individualized as must be the system of instruction which attempts to accomplish the objectives of career education.²

The middle school student is at the exploratory stage of vocational development. At this stage the student is exploring personal abilities and self-worth. The amount of career information the child does have is overwhelmingly related to future vocational expectation rather than past experiences.³ It appears to be desirable to furnish middle school students with the opportunities to explore the world of

¹Ibid.

²Ibid.

³R. T. Scherer and Joseph R. Clary, Middle School Curriculum Guide (Raleigh, N.C.: Center for Occupational Education, 1973), pp. 2-4.

work both as observers and participants, but not desirable to require the student to make specific vocational decisions.¹ The middle school student will:

1. Be introduced to broad occupational areas and career clusters.
2. Gain an understanding of the nature of the world of work.
3. Know the characteristics of workers in various occupations.
4. Become aware of their own preferences, dislikes, and individual potential.²

Concern for career education is essential throughout the entire middle school curriculum. Relationships among all courses of study and the world of work are to be emphasized.³ The community must also play an active role in career education. Local businesses are utilized to provide students with life-like vocational experiences within the community. The concept of having classes within the community has been demonstrated in various school systems and shows promise when applied to the objectives of career education.⁴ Nearby offices, stores, laboratories, museums, factories, and government agencies assist the student with personal involvement in a work environment.

Real and simulated work experiences provide the student with the kind of socioeconomic interaction necessary to begin a realistic analysis of his or her relationship to the world of work and a more complete

¹Lillian Buckingham and Arthur Lee, Placement and Follow-Up in Career Education (Raleigh, N.C.: Center of Occupational Education, 1973), pp. 29-30.

²Scherer and Clary, Middle School Curriculum Guide, pp. 2-6.

³Ibid.

⁴Gordan I. Swanson and Robert Jervis, Professional Development (Raleigh, N.C.: Center for Occupational Education, 1973), p. 13.

understanding of the self.¹ Work experiences, systematically arranged to give the student maximum occupational exposure, are provided to give the student a realistic basis for comparing the levels of personal satisfaction the student derives from associations with different occupational areas.² The goal in planning exposure is to develop student understanding of the world of work, rather than the teaching of specific job skills.³ Although it is impossible for middle school students to actively participate in all occupations, these students can learn about occupational clusters by being exposed to actual working conditions.

Career education programs present students with problem-solving situations which require the individual to employ the following decision-making process in the classroom setting:

1. Define the problem.
2. Identify alternate solutions to the problem.
3. Evaluate the merits of each alternate solution.
4. Make decision.
5. Follow up decision for accuracy.

Decision-making skills help the student contend with career choices he or she will be forced to make in life. Good decision making leads to personal confidence and security, as well as to choosing an occupational area compatible with individual needs and abilities.⁴

¹Scherer and Clay, Middle School Curriculum, p. 4.

²Kenneth Hoyt, "Straight Answers on Career Education," Today's Education, LXIV (January-February, 1975), 60.

³Ibid.

⁴Worthington, "Curriculum Development in Business and Office Education," 10.

The middle school has special responsibilities for teaching a basic understanding of the world of work, and for engaging in the perpetuation of the student's decision-making process. The middle school grades are a time for self and occupational exploration, for becoming educationally and vocationally oriented, and a time to learn the problems associated with the world of work.

Secondary Schools: Exploration and Preparation

The secondary school continues with a career exploration curriculum while simultaneously functioning as a career preparatory institution. The secondary school has responsibility for providing students with intellectual-occupational experiences relevant to the student's immediate and/or future work aspirations.¹ If one wishes to enter a career that requires less than a baccalaureate degree, one may participate in activities which allow for the development of occupational skills in agreement with his or her personal career choice.² The secondary school system ties the curriculum of the school to the goals of the student.³ The student may choose from among the many alternatives in the world of work while making the transition from high school to a job, college or career. Students may also re-enter career education programs at any time after leaving the educational system.

¹Kenneth B. Hoyt and G. G. Woolard, High School Curriculum Guide (Raleigh, N.C.: Center for Occupational Education, 1973), p. 12.

²"Task Force Report on Career Education," 4.

³Sidney P. Marland, Career Education: A Handbook for Implementation (Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1972), p. 7.

However, students should be receptive to accepting on-the-job training, apprenticeships, community college, four-year college, or some aspect of continuing education.

The success of career education at the secondary level of education is based on a number of assumptions concerning the actual development of curricula at the high-school level. These assumptions are:

1. The selection of a probable occupational goal should receive major consideration by all students at the end of the eighth or early ninth year.¹

2. A most specific, intensified career-oriented program is made available to all students from the ninth through the twelfth grade.²

3. An extensive career cluster program of occupations that offers the necessary minimum skills, knowledge, and understanding for further training or entry into the world of work is available and functional.³

4. Exploratory experiences that allow students to develop a basic understanding of the various occupations through job-site familiarization are intensified at the high-school level of education.⁴

5. A well-developed guidance and counseling program is available to help students set goals and life styles in an ever changing, complex society.⁵

¹Parnell, "The Oregon Way," p. 16.

²Ibid.

³"Task Force Report on Career Education," 12.

⁴Sidney P. Marland, "Educating for the Real World," Business Education Forum, XXXVI (November, 1971), 3.

⁵Marland, "Career Education: Every Student Headed for a Goal," 34.

The secondary level of career education is a complex level of occupational choice and learning which has a built-in flexibility commensurate with young adult needs for continued education, re-evaluation of occupational choice and/or career change. Students at the secondary level of career education are striving for self-fulfillment through career involvement in the world of work. The secondary level of career education should allow for evaluation of career choice, and occupational direction through career information provided to students on a continuing basis. Career information will be available to the student through new learning experiences, career planning and development programs, and through educational agencies established to meet the career information needs of a growing dynamic population.

Post-Secondary: Preparation and Continuation

The post-secondary student is defined as "any person over 16 not regularly attending elementary and secondary school on a full-day basis."¹ The post-secondary level of career education provides the student with multiple educational choices including (a) vocational education, (b) trade extension courses, (c) junior college, (d) four-year college, (e) graduate school, (f) private schools, (g) skills centers, and (h) preparation for career termination and post-career adjustment.²

¹Mallie W. Shook and Robert L. Morgan, A Manual for the Implementation and Administration of Career Education Programs (Raleigh, N.C.: Center for Occupational Education, 1973), p. 11.

²B. E. Childers and Charles Nichols, Post-Secondary Career Education (Raleigh, N.C.: Center for Occupational Education, 1973), p. 8.

The programs of post-secondary education are to be based on the needs of the individual student regardless of age. Education and training at this level are a function of student needs in conjunction with projections of the future state of the job market.¹ Post-secondary education will need to realistically adapt present curricula to forecasted career opportunities.

Post-secondary education emphasizes career preparation and continuing education, guidance, retraining, placement and replacement where and whenever the need arises. An outline of the programs of career education at the post-secondary level of education would include:

1. placement, follow-up, and replacement;
2. assisting students as they relate their personal capabilities to career opportunities;
3. providing a variety of means, both cognitive and affective, to help students understand:
 - a. themselves,
 - b. their peers,
 - c. the interdependence of relationships in all areas of our organized society,
 - d. the value of work-oriented society, and
 - e. the role of choice;
4. providing systematic and continuous assistance to students as they seek to learn more about educational and occupational choices and what these choices mean to the student, i.e.:
 - a. what is important to me,
 - b. what is possible for me, and
 - c. what is probable for me;
5. providing students with assistance in implementing their personal choices; and
6. assuring a closer working relationship with governmental, social, service, business and other community agencies involved in career education.²

Implementation and evaluation of the post-secondary level of career education relies on the existence of empathy among students, educators,

¹Shook and Morgan, A Manual for the Implementation and Administration of Career Education Programs, p. 13.

²Ibid.

educational administrators, the community, and industry. Individual career development is a continuous process and needs the coordination and cooperation of all individuals and agencies concerned either directly or indirectly with the educational process.

Summary

Career education gained prominence during the early 1970's under the sponsorship of the U.S. Office of Education. The concept of career education has fostered a comprehensive educational program of occupational self-development which begins at grade one or earlier and continues through the adult years. Occupational self-development is the subject of career education, and the unifying objective for all learning activities, instruction, and curriculum formation.

Career education is career orientation for the personal self-fulfillment of all the nation's population regardless of age, sex, or ethnic background. Career education is a program of occupational choice through career information, exploration, experience, training, and skill development consistent with the needs of the individual, and the needs of society.

The information presented in this chapter develops an understanding of career education as a total educational system for social marketing. Chapter IV presents a study of the development of a functional marketing plan based on the elements of the marketing concept for the social marketing of career education as a total program of education. This functional social marketing plan is based on the elements of the philosophy of the marketing concept, stressing the attainment of educational objectives as specified in career education.

CHAPTER IV

SOCIAL MARKETING OF THE CAREER

EDUCATION CONCEPT

Utilization of the marketing process to strengthen the social acceptance of educational objectives as specified by career education is termed marketing for nonprofit institutions. Adaptation of the marketing process to nonprofit institutions has been suggested by marketing theorists as a means to obtaining socially beneficial objectives. Such a socially beneficial objective would be social acceptance of career education as a total program of education. Career education is an educational concept which stresses the personal self-development and occupational self-fulfillment of the individual. Career education is cited as being a life-long process of learning, providing the student with the skills necessary to progress through life contributing to the growth and well-being of him or herself, and thereby society. As a social concept, career education has the potential of being sold to society through the marketing process as a nonprofit, social product.

Marketing social products is a deviation from the traditional consumption-oriented marketing of consumer goods. Social product marketing has been defined as social marketing; marketing for social goal attainment. Social marketing is the application of the marketing

process, based on the philosophy of the marketing concept, to the goal attainment of nonprofit organizations or institutions. As applied to career education, the nonprofit institution is defined as an educational agency responsible for developing and administering the programs of career education. The goal of the nonprofit institution of career education is to obtain social acceptance of an educational system of career education to meet the socioeconomic needs of the nation.

Since 1970, the philosophy of the marketing concept has been proclaimed as a philosophical basis for marketing not only consumer goods, but also for the marketing of social objectives. This chapter is therefore concerned with the development of a functional marketing plan for the social marketing of the career education concept as a total program of education. The social marketing plan developed in this study is based on the elements of the social orientation period of marketing concept development: (a) consumer orientation; (b) systemization of the interdependent variables which are product development, distribution, pricing, and promotion; and (c) the acquisition of profit as a residual of consumer satisfaction. Use of the elements of the marketing concept for social marketing will stress the social acceptance of educational objectives as indicated by career education.

Marketing Model for Social Marketing

A model of the marketing process based on the elements of the marketing concept--consumer/social orientation period of the development of marketing philosophy is depicted in Figure 1. The consumer marketing model begins with the identification of the consumer by the business enterprise. The consumer is identified in terms of past, present, and

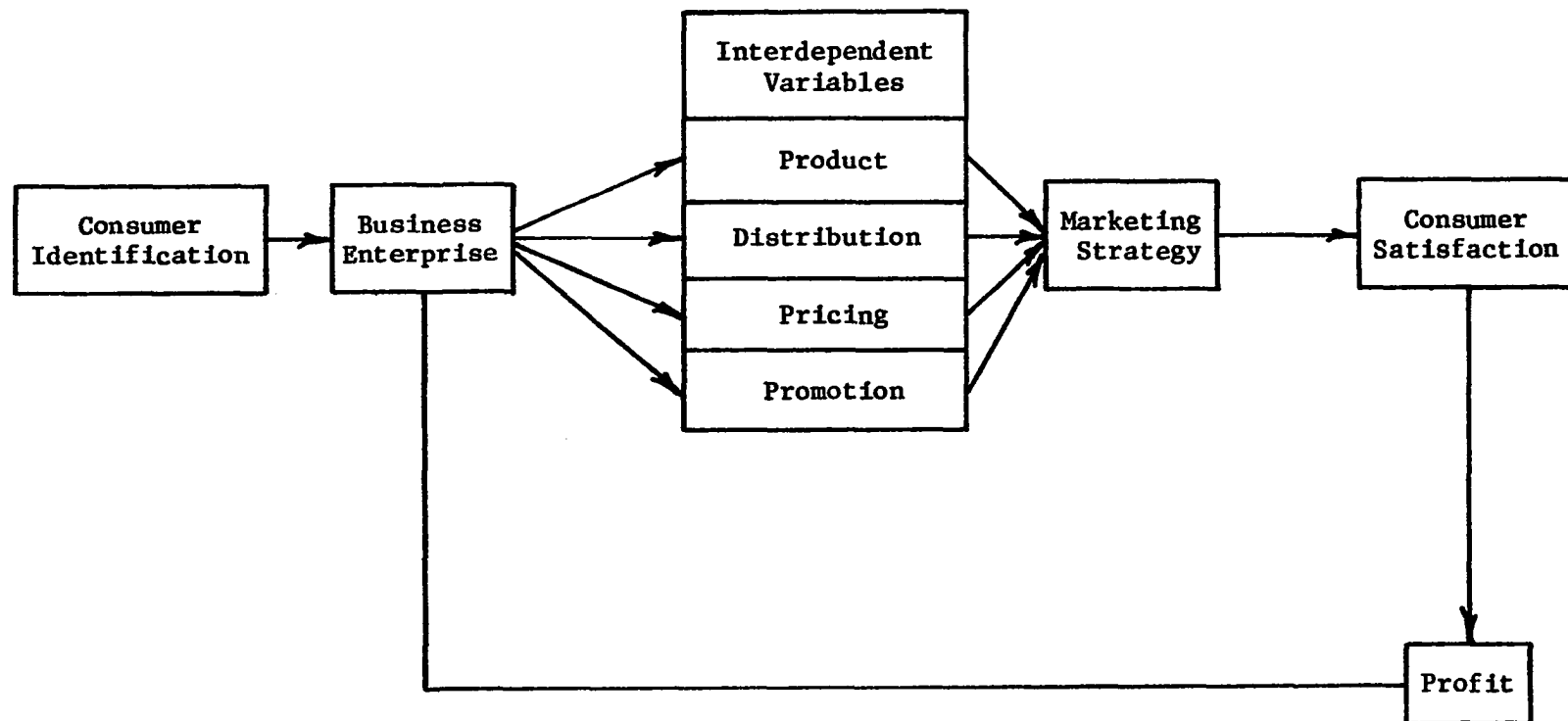


Fig. 1.--Consumer goods marketing model

future consumption characteristics. Past consumer behavior patterns of consumption are analyzed for their effect on present consumption and probable bearing on future consumer expenditures.

In conjunction with consumer identification, the business enterprise must be cognizant of the socioeconomic environment of the consumer. The socioeconomic environment of the consumer is made up of ecological, political, legal, technological, and economic factors in union with the influence of other publics which are either directly or indirectly involved in the consumption of consumer goods and services.

Information relevant to consumer behavior in a socioeconomic environment provides management with the data necessary to produce consumer goods, distribute, price, and promote these goods in unanimity with the dictates of the satisfaction requirements of a consuming population. Interaction of interdependent variables of the marketing process form a marketing strategy. The strategy of marketing is formulated with an understanding of consumer satisfaction needs and established for consumer satisfaction expectation. Satisfaction of the consumer is the major goal of the marketing process.

Successful accomplishment of the goal of consumer satisfaction is monitored by the business enterprise through an analysis of profit produced by the workings of the marketing model. Profit is the residual of consumer satisfaction and may be defined in terms of the success of the business enterprise to produce, distribute, price, and promote a product which has (1) established consumer demand, and (2) given customer satisfaction.

An adaptation of a consumer goods marketing model to social marketing requires various changes in the composition of the marketing model as indicated by Figure 2. Consumer Identification is the source of all consumer information, and becomes Social Consumer Identification in the social marketing model. The Business Enterprise of the consumer goods marketing model is replaced by the Nonprofit Institution. Systemization of the Interdependent Variables of marketing remains the same in both marketing models. Marketing strategy will be defined as Social Marketing Strategy in the social marketing model. Consumer satisfaction in consumer goods marketing is termed Social Consumer Satisfaction in social marketing, and Profit remains the means to measure satisfaction in both marketing models.

An analysis of the elements of the marketing concept of consumer/social orientation period of philosophical development or MC:C/SOP is the format for the expansion of the marketing plan indicated by Figure 2, and the development of a functional marketing plan for the social marketing of the career education concept as a total program of education. Elements of MC:C/SOP are: (1) consumer orientation; (2) systemization of the interdependent variables of marketing which are product development, distribution, pricing, and promotion; and (3) profit as a residual of consumer satisfaction.

Consumer Orientation

Consumer orientation implies a determination of social consumer social product needs and wants. An analysis of social consumer social product needs and wants provides the nonprofit institution with the necessary consumer behavior information for the development of the right

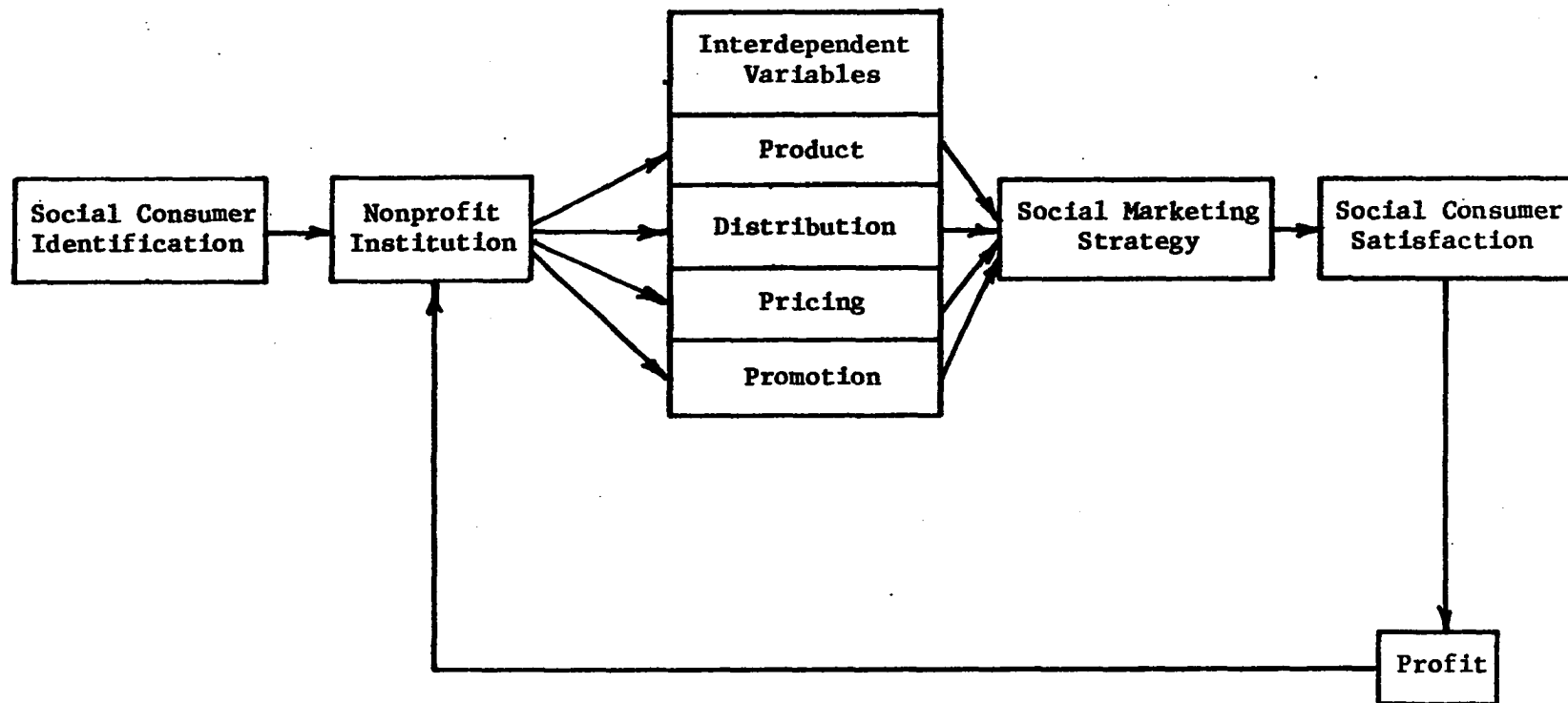


Fig. 2.—Social marketing model

amount of the right social product, to be distributed to the right place at the right time. The social product is made available to social consumers at a price consistent with the social consumer's ability to pay for the social product. Availability of the social product is then communicated to the social consumer through a promotional campaign designed to motivate the social consumer to accept and ultimately purchase the social product.

Incorporation of consumer orientation into the operations of the nonprofit institution requires a reliance on information on social product needs and wants of social consumers. Information relative to social consumer identification must be accurate. Accuracy of consumer information is enhanced through an analysis of the population. This analysis is called market segmentation. Market segmentation is the process of breaking up a heterogeneous population of social consumers into definable homogeneous social consumption groups. Segmentation increases the probability of identifying unfulfilled social consumer social product needs and wants. Homogeneous market segments of definable social consumer groups become target markets. Information relative to social consumer demands obtained through segmentation becomes the basis for the development of a functional social marketing plan. A social marketing plan is geared to the consumption characteristics and future social product demands of the social consumers in specific target markets to be served by the nonprofit institution.

Target markets of social consumers may be individuals or publics either directly or indirectly involved in social consumption. In reference to career education, social consumers will be students within the

educational system, students outside the present educational system, parents of students, nonparents, teachers and administrators, local, state and national organizations, as well as other publics directly or indirectly involved in the social consumption of the programs of career education. Figure 3 presents the social consumer target markets of career education.

For increased accuracy of social consumer identification, target markets of social consumers are listed as primary, secondary, and fringe target markets. The primary target market for career education is composed of social consumers directly involved in the consumption of career education programs. A secondary target market is made up of those individuals or agencies that comprise a potential source of funds for career education. The fringe target market is a composite of other publics indirectly affected by the operations of career education. Figure 3 depicts a broadening of the social consumer identification phase of the social marketing model with an inclusion of the potential target markets of social consumers of career education.

Once the target markets of social consumers are identified, the nonprofit institution establishes a unifying social consumer satisfaction theme which ties the target markets together with a single purpose or common goal. Need for unification or common purpose in social marketing is manifested in a diverse range of social consumer social product needs and wants. Each of these target markets of social consumers has a different potential satisfaction goal. Each goal is conducive to social consumer acceptance of the concept of career education.

SOCIAL CONSUMER IDENTIFICATION	
Primary Target Market	
<ol style="list-style-type: none">1. Students2. Parents3. Teachers4. Teacher Educators5. Administrators	
Secondary Target Market	
<ol style="list-style-type: none">1. Educational Organizations2. Government Agencies3. Businesses4. Industry5. Church Groups6. Volunteer Groups7. Other Funding Agencies	
Fringe Target Markets	
<ol style="list-style-type: none">1. Other Publics	

Fig. 3.--Social consumer identification phase of social marketing for career education

Efficiency of social marketing will be greatly enhanced if the satisfaction goals of potential social consumers are unified to a specific, definable social goal which gives universal social consumer satisfaction.

Centralization of social consumer target market interests for a unified purpose is exemplified by the career education goal of self-fulfillment. The career education goal of individual self-fulfillment for all of our nation's population appears to be a universal, common aspiration of all social consumers.¹ Self-fulfillment of social consumers is in essence the concept of self-actualization. Maslow describes self-actualization as a state of being for those individuals who are self-fulfilled.² The self-actualized individual is an integrated whole, and Maslow states, "What a man can be, he must be. He must be true to his own nature."³ Self-actualization deals with man's desire to become everything that he is capable of becoming; thus, self-actualization is synonymous with man's desire for self-fulfillment.

Maslow describes the behavior of the individual in life leading to self-actualization as follows:

1. Experiencing fully, vividly, selflessly with full concentration and total absorption.
2. Seeing life as a process of choices, one after another.
3. Allowing the self to emerge and knowing it for what it is and can be.
4. Believing in truth and honesty.
5. Being courageous rather than afraid when confronted by the unfamiliar.
6. Using one's intelligence to grow.

¹Abraham H. Maslow, Motivation and Personality (New York: Harper and Row Publishers, 1954), p. 45.

²Ibid., p. 156

³Ibid., p. 45.

7. Being surprised by joy. Gaining fulfillment by new discovery.
8. Finding out who one is, what he is, what is good and bad for him, and what his mission is in life.¹

Maslow² envisions self-actualization as a goal for all men with specific behavior patterns associated with the personal realization of that goal. If the goal of self-actualization is to be defined for application to the social marketing of an educational concept, it should be stated that self-actualization is a state of being in which the self-actualized person is an integrated whole. Self-actualized individuals are keenly aware of human limitations, and searching for an expression of the fulfilled self. Self-actualization is reaching that state of being which is consistent with one's capabilities. It presupposes an insight into one's potential. Self-actualized people know reality, avoid fake, desire new experiences, and have compassion for human limitations.³ Actualized individuals accept themselves for what they are and can become. They are ethical by nature and are motivated by personal growth in all aspects of life.⁴ Self-actualization is growth of the total individual, both in learning and in occupational endeavors. Self-actualization of the individual is essentially the same as the self-fulfillment objective of career education.

Self-actualization has the potential of functioning as a unifying theme for the social marketing of career education. As the unifying

¹Abraham H. Maslow, The Farther Reaches of Human Nature (New York: Viking Press, 1971), p. 49.

²Ibid.

³Maslow, Motivation and Personality, p. 156.

⁴Maslow, The Farther Reaches of Human Nature, p. 49.

theme of social marketing for career education, self-actualization may be stated as social consumer self-actualization or SCSA. SCSA appears to be appropriate for unifying social consumers and applicable to the social marketing of the career education concept. Therefore, the theme of SCSA should be employed by the nonprofit institution to direct the interests of the social consumers toward an acceptance of the career education concept as a total program of education.

Systemization

The second element of the marketing concept is the systemization of interdependent variables of marketing which are: (1) product development, (2) distribution, (3) pricing, and (4) promotion. Systemization directs the interdependent variables of the nonprofit institution toward the accomplishment of a specific unifying objective. The specific unifying objective of the philosophy of the marketing concept is consumer satisfaction. As applied to career education, the element of systemization refers to the construction of a system which will coordinate and unify the interdependent variables of social marketing for social consumer satisfaction. The means to social consumer satisfaction will be referred to as SCSA.

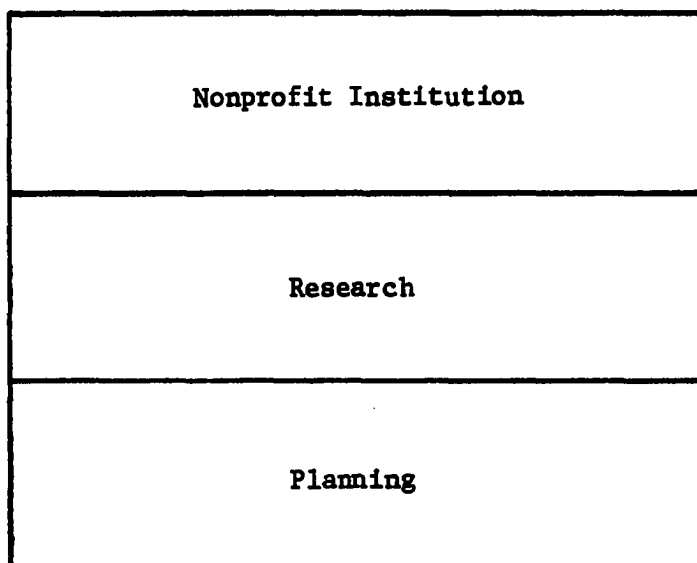
Several benefits to be derived from the use of a system in goal attainment are possible. The system is a methodical orientation to problem solving encompassing all aspects of the problem from the problem's definition to its solution. The system coordinates all appropriate institutional activities and offers efficiency, economy, and insight into the complex interplay of interdependent variables. Finally, the results of systemization are measurable.

The systems approach to marketing is essential for effective social marketing. The system is a collection of institutional variables that form a cohesive marketing plan. The ability of the nonprofit institution to effectively increase the probability of success in attaining social consumer satisfaction is a function of the cohesive nature of the social marketing plan. Culmination of systemization is found in the concept of synergism. Synergism refers to a condition of cooperative action in which the total effect of the system is greater than the sum of the parts of that system. Synergism is an important concept in the management of social marketing functions. Success of the social marketing process to achieve social consumer satisfaction is dependent on the unification of all variables in the marketing process which is in essence the synergistic effect--output is greater than input.

Systemization is a management function of the nonprofit institution. Components of the system are the interdependent variables of marketing which are product development, distribution, pricing, and promotion. Unification of these interdependent variables of marketing for social consumer satisfaction form a social marketing strategy. Nonprofit institutions, interdependent variables of marketing, and the social marketing strategy are all included in systemization and must be analyzed individually for their applicability to the social marketing of career education.

Nonprofit Institution

The nonprofit institution, organizationally depicted in Figure 4, is the agency responsible for researching the target market characteristics of social consumers, and for planning the social marketing strategy for



**Fig. 4.--Nonprofit institution phase of social marketing
for career education**

social consumer satisfaction. The nonprofit institution researches the population, gathering information about the social consumers to be served by social marketing. Segmenting the population of social consumers into various target markets is based on the needs and wants of those social consumers. The nonprofit institution acts as an information gathering and planning agency. For career education, the nonprofit institution should be a national agency responsible for gathering information about the educational needs of the nation's social consumers, and the development of an educational plan to meet the educational needs of the social consumer target markets defined. The institution unifies social consumers toward a common purpose: the desire for SCSA and thereby the acceptance of the career education concept as the educational means to the attainment of SCSA.

Nonprofit institutional planning establishes the unifying objective of social marketing and organizes, actuates, and controls the social marketing process for goal attainment. Planning formulates the social marketing strategy activities necessary to achieve the established goals of the social marketing plan. Terry states, "Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation of proposed activities believed necessary to achieve desired results."¹ Planning for career education requires the nonprofit institution to accurately forecast society's future career needs. Once future career requirements have been established, educational programs should be developed and curricula changed to correspond to the forecasted occupational demands of tomorrow.

¹George R. Terry, Principles of Management (Homewood, Ill.: Richard D. Irwin Co., Inc., 1968), p. 157.

Organizing is the creation of an educational system composed of structural parts so integrated that the total effect of the structure is greater than the sum of its parts. The nonprofit institution is interested more in the potential of the total structure than in the strength of the structure's ingredients.¹

Actuation means "getting members of the group to want to achieve and strive to achieve the objectives the manager wants them to achieve because THEY want to achieve them."² Actuation is motivating all members of the educational system to commit themselves to the achievement of the stated educational objectives because they believe in the objective. Actuation means that the objectives of the institution and the individual are the same. Therefore, the individual through realization of personal objectives will, in effect, contribute to the attainment of institutional objectives. Actuation in career education refers to the activities of the nonprofit institution in motivating all educators to want to achieve and strive to achieve the goals of career education. Educators must be committed to the concept of career education because they are convinced the concept is beneficial to themselves and to education.

Control is the evaluating function of the performance of the marketing strategy and, if necessary, applying corrective action so that the performance of the strategy takes place in accordance with the marketing plans of the institution.³ In social marketing, control is the evaluation of social customer satisfaction goals in relation to forecasted goals of social consumer satisfaction. Control measures performance by comparing realized satisfaction goals with estimated

¹Ibid., p. 280.

²Ibid., p. 421.

³Ibid., p. 544.

satisfaction goals. Corrective action is taken by the nonprofit institution when satisfaction goals of the consumer are less than the estimated goals.

Interdependent Variables

The interdependent variables of marketing, which are product development, distribution, pricing, and promotion, are presented in Figure 5. These four variables of marketing are manipulated by the nonprofit institution to form a social marketing strategy for social consumer acceptance of the concept of career education. Acceptance of the career education concept will be achieved when the social consumer is satisfied. Social consumer satisfaction is a function of the degree to which the social consumer attains a state of SCSA.

Product Development

The product is the first of the interdependent variables of social marketing. Product may be defined as that form or idea produced by the institution. Consumer goods marketing defines the product as a combination of tangible and intangible product attributes including physical characteristics of the product such as packaging and design. The intangible factors of the product are the product's prestige and credibility, along with the consumer's preconceived attitudes and opinions about the product.

When a customer purchases a product, that customer purchases more than a definable physical form. The customer buys satisfaction. In the marketing of a steak, the customer is buying the sizzle of the steak, enjoyment of eating, as well as the internal atmosphere of the

INTERDEPENDENT VARIABLES	
Product	<ol style="list-style-type: none">1. Tangible2. Intangible
Distribution	<ol style="list-style-type: none">1. Response Channel Formation
Pricing	<ol style="list-style-type: none">1. Money Costs2. Psychic Costs
Promotion	<ol style="list-style-type: none">1. Advertising2. Personal Selling3. Nonpersonal Selling4. Publicity

**Fig. 5.--Interdependent variable phase of social marketing
for career education**

restaurant; not just a piece of meat. The marketer begins with a tangible form and creates intangibles to sell which are consistent with customer expectation of satisfaction. The marketer sells satisfaction for physical form.

In social marketing, the marketer begins with an intangible idea as the product, and creates a tangible form to sell. In career education, the product is an intangible educational concept of self-fulfillment, an idea of education as a lifelong process of learning. The product of career education provides occupational information and experience to all ages preparing the individual for present and future productivity. However, the product of career education may not give the social consumer immediate social consumer satisfaction when consumed. Therefore, it will be necessary for the nonprofit institution to create tangible forms which exemplify the long-range satisfaction requirements of social consumers of career education. These tangible forms should be depictive of SCSA.

The social marketer of career education must create tangible forms of satisfaction for career education which can be seen and touched by the social customer. The tangible of career education must be a physical form which can be purchased by the social consumers of career education. The purchasing of the physical form of career education by the social consumer must give satisfaction.

Intangible Aspects of the Product--Career Education

The intangible aspects of the product, career education, are found in the description and goals of the concept. The description of

the concept of career education is summarized with excerpts from definitions of career education found in Chapter III of this study.

1. Career education builds self-reliance and self-sufficiency.
2. Career education prepares the student for a fulfilling productive life.
3. Career education provides each student with occupational exposure and experience leading to career decision making.
4. Career education gives each student the tools necessary to deal with the complexities of the world.
5. Career education establishes positive attitudes towards one's self.
6. Career education promotes equal opportunity for all, giving each person the skills to survive in today's, as well as tomorrow's society.
7. Career education teaches human values.
8. Career education cultivates intellect and develops occupational decision-making skills.
9. Career education offers on-the-job training, an occupationally-oriented experience.
10. Career education provides a total program of education.

Each of these ten objectives for customer satisfaction are intangible and cannot be purchased as a physical form by the social consumer. These intangibles of career education are long-range objectives and may not immediately satisfy the social consumer of career education. Intangibles of the physical product, such as the sizzle of a steak, are short-range intangibles which call for immediate customer response and

immediate satisfaction. Intangibles of career education are long-range objectives giving the consumer no immediate satisfaction.

Not only are the intangibles of the career education concept unsalable in the short run, but the terminology of the concept may create ambiguity. The use of a statement such as "world of work" is inconsistent with the social marketing of career education. Career education is "career" oriented not "work" oriented. A career is occupational self-fulfillment and personal enjoyment as a function of one's self-concept. The world of work conjures ideas of manual labor, pumping gas, or picking grapes to some people. To produce a product for self-fulfillment, and sell that product as work, is inconsistent. It is consistent to sell career education as work. Career education is the means to self-fulfillment.

The social marketing of career education should eliminate the statement "world of work" from its product definition. Advocates of career education should stress the development of self-concept; stress ego gratification through occupational proficiency in a demanding society, and stress SCSA. The concept of work may limit the application of career education to physical labor occupations; career education is a much broader concept.

Self-actualization as the unifying objective of career education stresses ego involvement in the attainment of occupational self-development. Self-actualization is self-reliance and self-fulfillment--occupational experience on an individual basis. Self-actualization is functioning at one's full capacity in a profession, whether that profession be construction or medicine. The greater proportion of one's life

is spent on the job or functioning in a profession. The individual should therefore choose a career which will bring him or her satisfaction in life. When the individual is performing at his or her full capacity, that person is making a positive contribution to the social system and therefore has a definable position in that system.

The marketer of career education should sell the intangible, self-actualization, as a long-range ego involvement for the person. Career education will teach, "I am somebody--I have worth now and in the future."

Tangible Aspects of the Career Education Product

The key to the social marketing of the product, career education, lies in the development of a salable physical product (a tangible form) which gives the consumer of career education immediate satisfaction which will culminate in long-run satisfaction. For the social marketing of an intangible product such as career education, the marketer should concentrate on the development of the social product's contribution to immediate social consumer satisfaction. The social marketer must package the career education product in a manner in which the social consumers of career education will find the product desirable; and, thus, be willing to purchase. The marketer must remember that the tangible product, as well as the intangible product, must meet the satisfaction expectation requirements of the social consumers of the product. The marketer cannot sell the social customer a product which is not wanted. If there is no demand for the product, the marketer cannot create a demand. What the marketer can create is social consumer interest in the product which the marketer hopes will culminate in the purchasing of the product.

The tangible aspects of the career education product are on the branding and packaging of the product. The brand is a name, term, symbol, design, and/or combination of these for product recognition. Package is defined as the activities of product planning which involve the design of the product.

Tangible Product Features for Career Education

The tangible aspects of career education may take the form of a logo, certificate, workshop, program, or educational agency.

1. A logo design of SCSA to be included on all curricula, books, and correspondence dealing with career education.
2. SCSA pins and buttons.
3. A "Certificate of Direction" to be given to each student, indicating participation in one of 18 career cluster programs.
4. A "Certificate of Completion" to be given to each student, indicating specified levels of skill development in one of 18 career cluster programs.
5. Newsletters containing specifics on each of 18 career cluster programs, or a specific newsletter for each of 18 career cluster areas thus individualizing the reader's involvement. Newsletters are to be mailed to the families of students. Mailing will be by career cluster choice.
6. Booklets for each of 18 career cluster areas. Each booklet should indicate the curricula and career opportunities for that specific career area.
7. Community workshops on career education to include all social consumers of education--students, parents, teachers, teacher educators, administrators, educational organizations, governmental agencies, businesses, industry, church groups, volunteer groups, other potential funding

agencies, as well as other indirect publics not immediately affected by the educational system.

8. Parental involvement in definition and understanding through periodic discussion groups on career education.

9. Teacher workshops on career education including curriculum development for each of 18 career cluster areas.

10. Identification with an observable personality such as cartoon figure or socially prominent individual.

11. Career guidance and counseling programs to give direction to parents and students based on an understanding of the student's abilities and aspirations.

12. Occupational referral services including job inputs and job availability output.

13. Follow-up studies to be published for all social consumers to read.

14. In-service teacher training programs with pay and graduate credit.

15. Educational agencies which have the responsibility for guiding cooperation among social consumers of career education.

The social consumer must gain immediate satisfaction from these tangible aspects of career education. The immediate satisfaction gained by the social consumers of the tangible features of career education will positively reinforce social consumer identification with the product, career education. Positive reinforcement of the social consumer should lead to acceptance and continued use of the product eventuating on a

habitual consumption of the social product which satisfies. Only through continued immediate social consumer satisfaction will the long-range goals of career education be realized.

Personal self-fulfillment or SCSA's long-run objective will culminate in social consumer satisfaction only after years of social consumer involvement in career education programs. For the social consumer to accept and buy a long-run, postponed satisfaction such as SCSA, the social consumer will have to take short-run satisfaction one step at a time.

Distribution

The second interdependent variable of systemization is distribution. In the distribution phase of systemization, the marketer deals with the formation of a channel of distribution which will make the social product available to the various social consumers of education. Distribution in social marketing calls for a two-way channel formation: (1) distribution of the product in appropriate quantities to the right place at the right time, and (2) the formation of a response channel. A response channel is defined as an action outlet for customer response. In consumer goods marketing, the retail store acts as an action outlet and a source of feedback from the consumer to the producer. In social marketing, there is no clear action outlet which is made available to social consumers who wish to purchase the product. The response channel allows for social consumer feedback to the nonprofit institution. The response channel records levels of social consumer satisfaction with the programs of career education.

The response channel of career education gives social consumers direction in following the progression of career education programs. The channel also defines points for social consumer satisfaction response to the programs of career education. The social consumer is directed through the response channel stages of career awareness, career exploration, and career preparation. As indicated in Figure 6, career preparation allows for occupational training, experience, and exit from career education to a career. Career preparation also allows for re-entry of those students wishing to continue with their education. Upon re-entry into career preparation the student may be exposed to other occupational clusters for retraining. The student progresses from career preparation to post-secondary education or college preparation. From college preparation the student may proceed to a career or continuing education. Each phase of the response channel of education allows for individual social consumer response. Each phase of the response channel of career education distribution allows for student exit and re-entry.

The primary objective throughout the process of career education distribution is social consumer self-actualization. SCSA is the unifying objective for each phase of the response channel. SCSA is a unifying objective for social consumer acceptance of career education as a total program of education whether the social consumer is directly or indirectly involved in the consumption of the programs of career education. Those social consumers directly involved in career education programs should accept the concept out of desire to reach a state of SCSA. Those social consumers not directly involved in career education programs should accept the concept of career education out of a societal desire for other social consumers to actively seek SCSA.

Pricing

Pricing is the third interdependent variable of marketing for inclusion in the systemized process of career education. Included in pricing are money costs and psychic costs.

Money costs include the actual dollar costs of purchasing the product of career education; the dollar contribution by the social consumer for educational programs geared to SCSA. Money costs are tax dollars spent on career education programs and bond approvals for career education programs from kindergarten through continuing education.

Psychic costs are those costs incurred when actual levels of satisfaction are at a point of imbalance with expected levels of satisfaction. That is, the social consumer will anticipate degrees of personal satisfaction to be gained as a result of participation in the programs of career education. If the social consumer does not realize sufficient satisfaction through involvement with career education programs, imbalance will occur creating a degree of dissonance between expected and actual levels of social consumer satisfaction. Social consumer dissonance with career education is psychic cost.

There are two questions concerning costs for social marketers to answer. How much dollar cost is the social consumer willing to incur for career education? And, with what degree of psychic imbalance is the social consumer willing to exist and continue to support career education programs? The rewards associated with use of the product of career education must be equal to or greater than the cost incurred in purchasing the product.

Ideally, the cost of purchasing the career education product should be substantially less than the rewards associated with the consumption of the product. SCSA will be the ultimate satisfaction realized from consuming the career education product. SCSA will be the primary objective for pricing the career education programs. If the social consumer is willing to pay for SCSA and is satisfied with the programs of career education, the social consumer will accept the career education concept as a total program of education.

Promotion

The fourth interdependent variable of marketing to consider in systemization is promotion. The promotion variable includes all advertising, personal selling, nonpersonal selling, and publicity activities conducted by the nonprofit institution. These terms are defined as follows:

Advertising. All sponsored-paid activities involved in presenting an oral or visual message about a product, service, or idea via media.

Personal Selling. All sponsored-paid activities involved in presenting an oral or visual message about a product, service, or idea face-to-face.

Nonpersonal Selling. All sponsored-paid miscellaneous promotions designed to stimulate potential consumer interest and direct consumer action toward purchases. Examples of nonpersonal promotion would be point-of-purchase displays, materials, coupons, events, and other incentives to buy.

Publicity. All unsponsored-unpaid activities involved in presenting personal or nonpersonal, oral or visual message about a product, service, or idea.

In relation to advertising, the social marketer must determine the total amount of money to be allocated for advertising, and the appropriate media for maximum communication effectiveness with all social consumers. Media choices are: newspapers, television, radio, magazine, direct mail, business papers, outdoor billboards, and other means found conducive to advertising a message transfer from the non-profit institution to the social consumer.

The advertiser is responsible for copy, layout, research of appeal, and follow-up of appeal messages to determine message effectiveness in attention-getting quality, and recall.

In personal selling, the social marketer must determine (1) the size of the sales force, (2) sales territories, (3) sales training programs for assimilation of the salesman into institutional operations, and (4) compensation plans for motivation and evaluation of those salesmen employed. In career education, the salesman will promote career education as a product for SCSEA. Regional sales offices should be established to direct salesmen's activities. Control and evaluation of personal selling will be the responsibility of the nonprofit institution established for career education.

Nonpersonal selling requires the development of special events, displays, programs, and activities which will initiate interest in career education and stimulate action toward the acceptance of the career education concept as a total program of education.

Publicity requires the placement of news items about the career education concept in all available media. Publicity will also establish an informal channel of communication. The informal channel of communication relies on word-of-mouth transmission of career education messages which emanate from the nonprofit institution. The informal channel of communication will extend to all social consumers of career education.

Application of the promotional activities to career education requires a planned, coordinated, integrated series of promotional efforts established around a specific unifying theme. The promotional theme is designed to attain a previously defined goal. The theme of the promotional activities for the career education concept will be the attainment of social consumer self-actualization--SCSA. The goal to be attained through the application of promotional activities is the national acceptance of career education as a total program of education.

The interdependent variables of marketing are product development, distribution, pricing, and promotion. Product development for career education will concentrate on the creation of tangible product features which are designed to give social consumers of education immediate satisfaction with the consumption of the career education product. Distribution of career education will concentrate on the creation of a response channel which is designed to give the social consumers a response outlet for satisfaction reaction to the career education product. Pricing for career education will emphasize money and psychic costs to the social consumer for direct and indirect participation in the consumption of the career education product. Promotion for career

education will be handled through the creation of a campaign designed to sell the social consumer the career education product. The vehicles for the promotion of career education are the media, personal face-to-face communication, and word-of-mouth communication. The coordination of the interdependent variables of marketing form the social marketing strategy of career education.

Social Marketing Strategy

The social marketing strategy must set an institutional attitude that promotes the integration and cooperation of all social marketing functions and welds these marketing functions with educational activities for maximum long-range social profit through social consumer satisfaction. A successful implementation of the social marketing strategy requires a total positive institutional attitude toward: (1) the goal of social consumer satisfaction; (2) the coordination and cooperation of all educational activities for the realization of social consumer satisfaction; and (3) the utilization of highly professional, competent administrators with the managerial and educational skills necessary to demand unification of potentially fragmented interaction within the social marketing plan.

The social marketing strategy for the social marketing of the career education concept as a total program of education will proceed in the following manner: Instill in the minds of all social consumers of career education the social consumer satisfaction value of career education for achieving self-actualization, or in its shortened form, SCSA.

As social consumers accept SCSA and are satisfied, social consumers should uniformly accept the concept of career education as a total program of education.

With an educational emphasis on SCSA, the social consumer will be informed of the potential of self-fulfillment and their personal contribution to social well-being through individual achievement by:

1. Obtaining the occupational information and skills necessary to function in a career of his or her own choice,
2. Developing a positive career ethic,
3. Participating in the research and development activities of education for meeting the needs of all our citizens,
4. Participating in learning experiences which help other students learn,
5. Involvement in planning with others for the attainment of occupational skills,
6. Involvement in developing a satisfying life style, and
7. Participating in making a positive contribution to the social system as a productive member of society.

The social marketing strategy for the social marketing of career education is the end result of the nonprofit institution's unification of the interdependent variables of marketing around the theme of social consumer satisfaction. Social consumer satisfaction with career education will be maximized through social consumer self-actualization.

Social Consumer Satisfaction

Social consumer satisfaction of target markets of social consumers is seen to be optimized as social consumers are immediately

satisfied through the consumption of tangible social products. Satisfaction is gained over the long run through intangible aspects of the social products. The more the social product satisfies the social consumer, the greater the acceptance of the social concept by social consumers. The satisfied social consumer will develop product loyalties and repeat consumption patterns. The social consumer will seek career education programs and continue to support the concept of career education as social consumer involvement in the concept gives social consumer satisfaction.

Degrees of social consumer satisfaction with career education will be measured by profit. Profit for career education will be the degree to which the programs of career education achieve SCSA.

Profit

The goal of the social marketing plan for career education is to establish social consumer acceptance of the career education concept as a total program of education. Acceptance of career education is measured by profit. For social consumer acceptance of career education to occur, the products of career education must be made available by the nonprofit institution to give social consumer satisfaction. If social consumers desire self-actualization, as indicated by Maslow,¹ and the product of career education does contribute to social consumer self-actualization, the social consumer will be satisfied with career education and accept the career educational concept as a total program of education.

¹Maslow, The Farther Reaches of Human Nature, p. 49.

Social consumer's acceptance of career education is ascertained through social consumer satisfaction derived from consumption of career education programs. The residual of social consumer satisfaction is termed profit. Profit becomes a means of measuring the degree to which the social consumer accepts career education. Profit is attainable only after social consumers have become involved in the consumption of the programs of career education. If social consumers of career education are unaware of the personal benefits to be derived from career education, there can be no satisfaction and therefore no profit. (See Figure 7.)

Profit is the residual of social consumer satisfaction. For profit to be realized by the nonprofit institution, the programs of career education must meet social consumer expectations of SCSA. That is, career education must lower the high school drop-out rate, eliminate job dissatisfaction, and reduce job turnover. Career education must instill economic values in the minds of all individuals, develop personal pride, and establish a state of self-fulfillment for social consumers of career education. Career education must contribute to the general health and well-being of the nation. If this occurs, the nonprofit institution will have profit.

Social Marketing Plan for Career Education

The social marketing model for the social marketing of the career education concept is illustrated in Figure 8. The outline for the social marketing plan for career education is as follows:

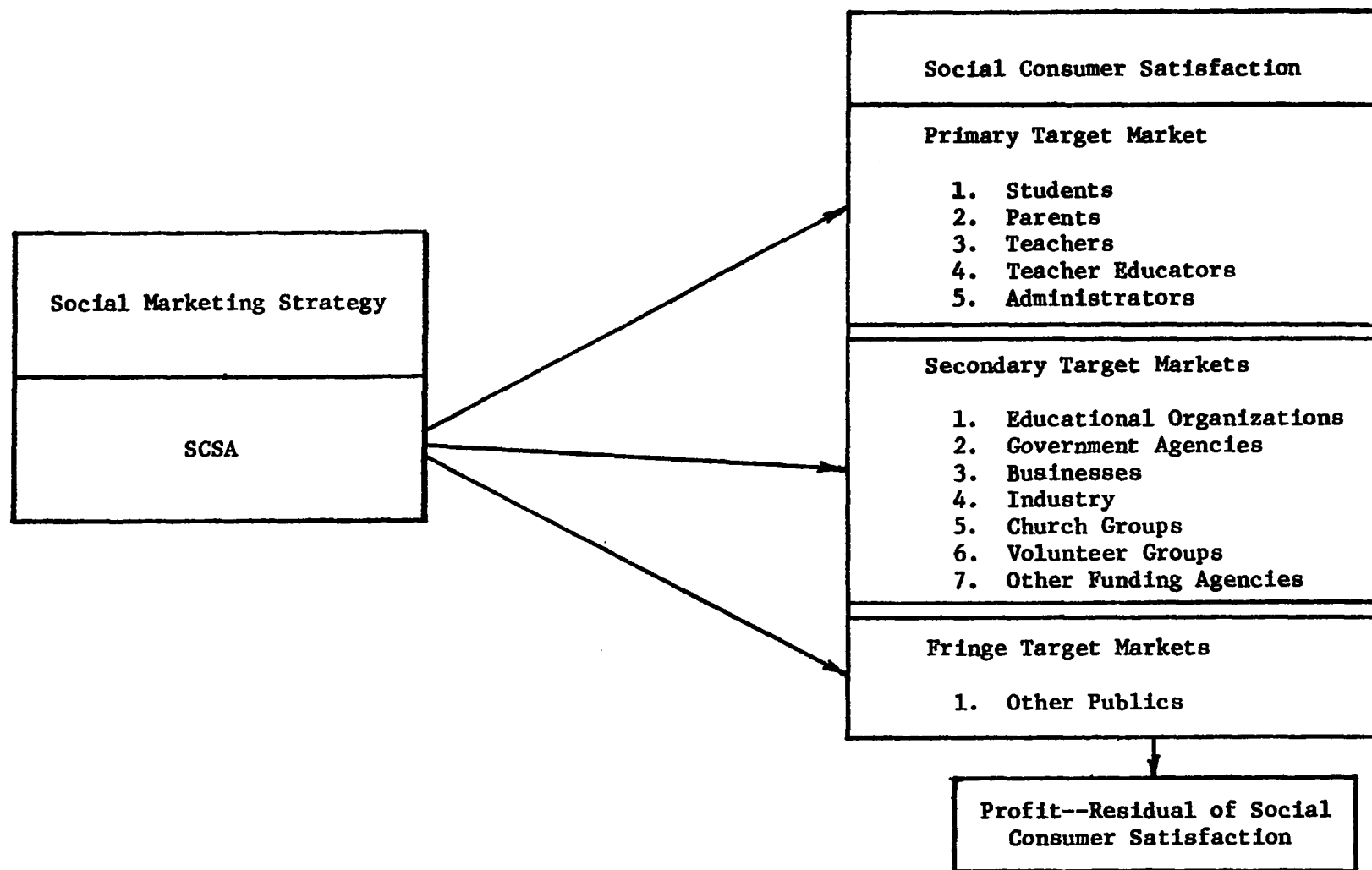


Fig. 7--Social marketing strategy, social consumer satisfaction, and profit phases for social marketing of career education

I. The social consumer is identified through a process of market segmentation.

A. Target markets are defined as primary, secondary, and fringe markets.

1. Primary target markets composed of social consumers of career education are subdivided into various social consumer groups directly involved in the career education process:
 - a. students
 - b. parents of students
 - c. teachers
 - d. administrators
 - e. teacher educators
2. Secondary target markets composed of social consumers of career education are subdivided into various social consumer groups responsible for funding career education:
 - a. educational organizations
 - b. government agencies
 - c. business and industry
 - d. church groups
 - e. volunteer groups
 - f. other funding individuals or agencies
3. Fringe target markets composed of social consumers of career education are subdivided into social consumer groups indirectly affected by career education:
 - a. other indirect publics

- B. Social consumer target markets are unified by the social satisfaction derived from social consumer self-actualization.
- II. A systemization of the interdependent variables of marketing is planned by the nonprofit institution.
- A. Product planning for career education concentrates on the creation of tangible product features which are designed to give social consumers immediate satisfaction with the consumption of the career education product for long-run acceptance of the concept.
 - B. Distribution planning for career education concentrates on the creation of a response channel which is designed to give the social consumer a response outlet for satisfaction reaction to the career education product.
 - C. Pricing planned for career education concentrates on money and psychic costs to the social consumer for direct or indirect participation in the consumption of the career education product.
 - D. Promotional planning for career education concentrates on the creation of a campaign designed to sell the social consumer the career education product.
 - 1. Advertising utilized in a promotional campaign for selling the career education product is promoted via media.
 - 2. Personal selling utilized in a promotional campaign for selling the career education product is face-to-face, buyer-seller interaction.

3. Nonpersonal selling utilized in a promotional campaign for selling the career education product is promoted through conventions, contests, and other indirect selling techniques.
4. Publicity utilized in a promotional campaign for selling the career education product is promoted through articles on career education, strategically placed in the media. Publicity will also establish a word-of-mouth campaign for reinforcement of the social acceptability of the concept of career education.

E. Social marketing strategy for the social marketing of career education is the end result of the nonprofit institution's unification of the interdependent variables of product development, distribution, pricing, and promotion around the theme of social consumer satisfaction.

1. The social marketing strategy for the social marketing of career education may be stated: social consumer satisfaction through social consumer self-actualization.

III. Profit is the residual of social consumer satisfaction.

- A. Social consumer satisfaction is analyzed for reactions to the programs of career education.
1. When social consumer satisfaction is high, profit will be high.
 2. When social consumer satisfaction is low, profit will be low.
 3. When profit is high the social consumer will accept the career education concept.
 4. When profit is low the social consumer will eventually reject the concept of career education.

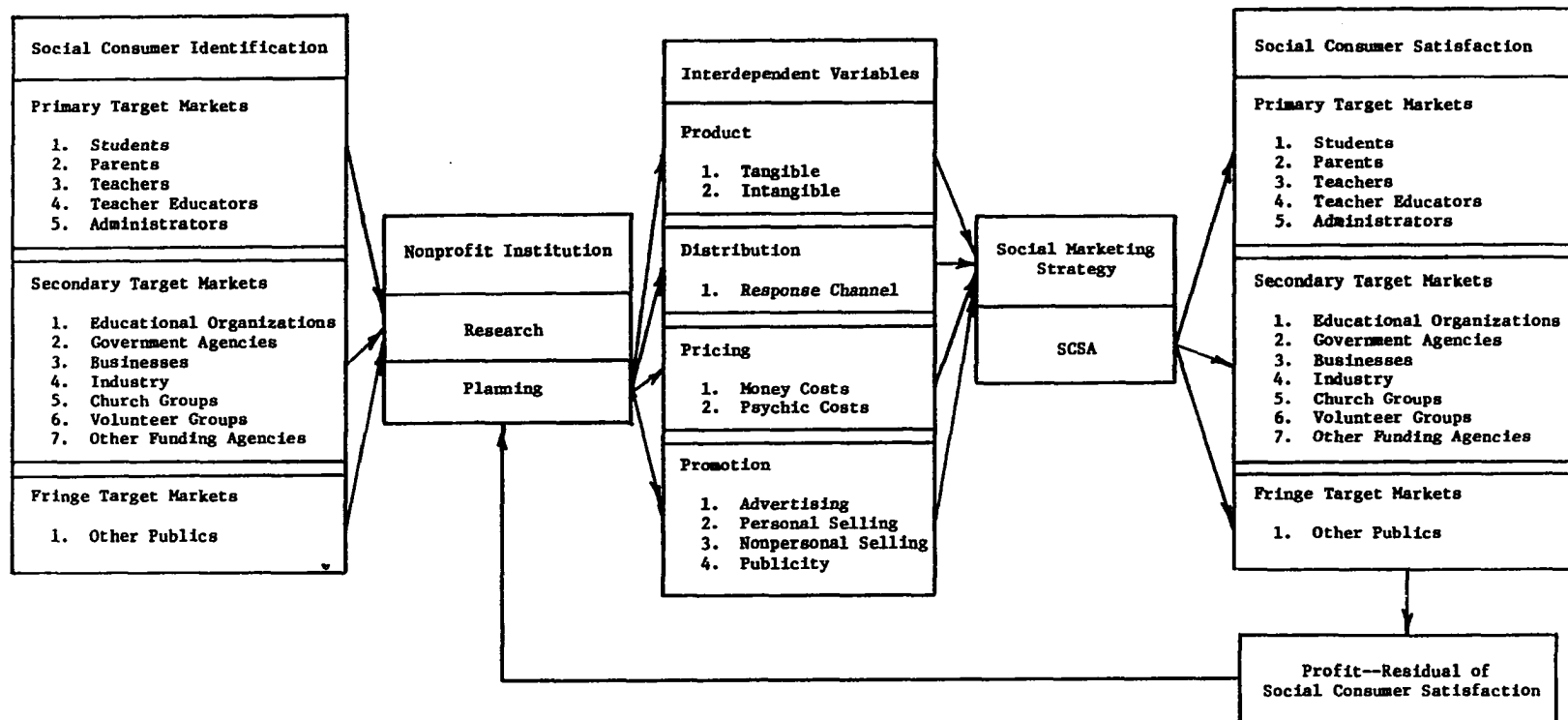


Fig. 8.--Social marketing model for the social marketing of the career education concept

Summary

The social marketing plan for the social marketing of the career education concept consists of three parts: (1) consumer orientation; (2) systemization of the interdependent variables of product development, distribution, pricing, and promotion; and (3) profit as a residual of consumer satisfaction.

Part One: Consumer Orientation. The social consumer is first identified through a process of market segmentation. The population of potential social consumers of career education is a heterogeneous population and must be segmented into homogeneous groupings with definable social needs and wants. The homogeneous market segments of definable social consumers become the basis for nonprofit institutional planning in (1) the systemization of the interdependent variables of product development, distribution, pricing, and promotion; and (2) the unification of these interdependent variables into the social marketing strategy for the social marketing of the career education concept.

Part Two: Systemization. Systemization involves the coordinated, integrated effort on the part of the nonprofit institution in uniting the potentially fragmented efforts of product development, distribution, pricing, and promotion. The activities of these interdependent variables are unified by the nonprofit institution for career education around the goal of social consumer satisfaction. The effectiveness of systemization in social marketing of the career education concept is dependent upon the ability of the nonprofit institution to: (1) define social consumer educational needs and wants; (2) forecast, accurately, social consumer satisfaction demand for education; (3)

coordinate all interdependent variables of the social marketing process into a social marketing strategy geared to the satisfaction of social consumer target markets; and (4) construct appropriate educational programs for the satisfaction of those definable social consumer needs and wants.

Part Three: Profit. Profit is the measurement of social consumer satisfaction with the career education programs of the nonprofit institution. If the social consumer is satisfied with career education, profit will be high. When the social consumer is dissatisfied with career education, profit will be low or nonexistent. Profit becomes the means of determining the acceptance or lack of acceptance of career education by social consumer target markets. Profit is the basis for analysis and evaluation of career education programs. Profit is the residual of social consumer satisfaction.

CHAPTER V

SUMMARY

The philosophy of marketing management which marketing historians have termed "the marketing concept" is a managerial philosophical premise for the marketing of consumer goods. The philosophical premise of the marketing concept has three elements: (1) consumer orientation; (2) systemization of business activities which are product development, distribution, pricing, and promotion; and (3) profit as a residual of consumer satisfaction.

Since 1970, the managerial philosophy of the marketing concept has broadened. The marketing concept as a managerial philosophy applicable to the profit-making business enterprise alone has changed. Indeed the marketing concept has become a universal concept relevant to the problem-solving needs of the not-for-profit institution, as well as the profit-making business enterprise.

The marketing concept, as a philosophy of management, is now the framework of social marketing; marketing designed to establish nonprofit institutional programs of social acceptance or change. The products of marketing now include the ideas, persons, or things of the nonprofit institution. Marketing philosophy has become applicable to nonbusiness areas such as education. Career education is an educational program of a nonprofit institution which holds promise as a product for social marketing.

Restatement of the Problem

The problem of this study was to develop a functional marketing plan, based on the elements of the marketing concept, which may be appropriate for the social marketing of the career education concept as a total program of education. The study was concerned with establishing a functional marketing plan based on the marketing elements of: (a) consumer orientation; (b) systemization of the interdependent variables which are product development, distribution, pricing, and promotion; and (c) the acquisition of profit as a residual of consumer satisfaction.

The purpose of this study was to use the elements of the marketing concept to develop a functional marketing plan for the social marketing of the career education concept. Therefore, this study has applied the elements of the marketing concept in the development of a functional social marketing plan for the social acceptance of educational objectives as specified in career education.

Summation of Findings

This study cannot be compared with experimental or descriptive research in that quantification of statistical data was not anticipated as a basis for specific findings. The following historical findings were the basis for the development of the social marketing plan designed for the social marketing of career education as a total program of education. The marketing plan contained in this study is held by this writer to have significant contemporary value for business education, general education, and marketing education.

Marketing as a process has had a long history of development. Marketing began simply enough as a process of trade between producers of

handmade goods and local customers. The process of marketing goods locally evolved to national and international trade. Trade continued as the early essence of marketing, while the application of managerial techniques to the marketing process took on a philosophical rationale.

Marketing thought or the philosophizing of the functions of the marketing process began to be formalized during the Industrial Revolution. The expansionary periods in the formation of marketing thought were: (1) production orientation, (2) sales management orientation, and (3) marketing concept orientation.

Production and sales management orientation were early periods of marketing thought which emphasized profit maximization as the final objective of the marketing process. Marketing was defined during these early growth periods as the movement of goods from the site of production to the point of consumption. Profit was the motivation for production, movement of goods, and ultimately the sale of goods.

The third expansionary phase in marketing philosophy development was the marketing concept period. The marketing concept was a philosophical basis for marketing activities which gained managerial recognition in the early 1950's and is still held as the primary choice by management as the philosophical basis for contemporary marketing. The philosophy of the marketing concept has had two sub-expansionary periods: (1) marketing concept: consumer/profit orientation or MC:C/POP, and (2) marketing concept: consumer/social orientation or MC:C/SOP.

Marketing concept: consumer/profit orientation period established a total philosophical awareness and appreciation for the role of the consumer in marketing management decision making. The concept stressed interdepartmental coordination, cooperation, and control for

total corporate involvement. Consumer satisfaction became the unifying objective of organizational operations for an enhanced corporate profit position. Under the philosophy of MC:C/POP, consumer satisfaction was the means to maximize corporate profit.

The sub-expansionary period of marketing concept: consumer/social orientation period marked the major philosophical shift in marketing since the evolvement of trade from a previously agrarian social system. MC:C/SOP stressed the role of the consumer in marketing activities as the paramount goal of the corporation. Profit became secondary to consumer satisfaction. The consumer was recognized by the business enterprise as the focus of all marketing decisions. Profit was redefined during this period as the residual of consumer satisfaction.

The marketing concept: consumer/social orientation period also allowed for the broadening of marketing to include the nonprofit institution, as well as profit-making enterprises. The application of MC:C/SOP to problem solving in nonbusiness organizations was termed "social marketing." Marketing became a pliable process for social marketing: marketing designed to create, maintain, and/or alter attitudes or opinions formulated toward nonbusiness sectors of the economy.

Career education is a program of nonprofit institutions and holds promise as a product salable through social marketing. Career education has been defined as a developmental concept encompassing all of education for kindergarten through the adult years. The concept is a life-long process of learning which serves all age groups. Career education is intellectual-environmental interaction for personal occupational self-fulfillment, building self-reliance and self-sufficiency for productive lives in a precarious social system.

The career education concept gained prominence during the early 1970's under the sponsorship of the U.S. Office of Education. Advocates agree that career education is a socially justifiable, comprehensive program of education which will meet the needs of today's society. Change in terms of curriculum and organizational structure are a necessity. Learning must be structured around the theme of career development as a total program of individualized occupational development and self-fulfillment. The student will begin early in life to develop self-awareness, to understand the importance of skill enhancement for occupational self-sufficiency, and to look to the educational system for continued growth and enrichment. The social marketing of career education is justified by the socially beneficial nature of the concept. Career education is education for the betterment of all men through occupational self-fulfillment.

The social marketing of the career education concept is based on the elements of the philosophy of the marketing concept: consumer/social orientation period. The elements of the MC:C/SOP, which form the philosophical basis for the social marketing of the career education concept as a total program of education, stresses (1) consumer orientation as the primary and unifying objective of all social marketing activities; (2) systemization of the interdependent variables of social marketing which are product development, distribution, pricing, and promotion; and (3) the realization of profit as a residual of social consumer satisfaction.

Consumer orientation implies social consumer identification. Social consumers are first identified by target markets of social consumers.

The satisfaction demands of the target markets act as the unifying force behind social marketing activities. The social consumers of career education are students, parents, teachers, administrators, nonparents, and educational, private and public agencies involved in or affected by the social consumption of the programs of career education. The satisfaction of all social consumers of career education is grouped under a unifying objective of social consumer self-actualization--SCSA. If the various social consumers envision satisfaction resulting from an attainment or involvement in the attainment of SCSA, these social consumers will be satisfied and accept the concept of career education. In other words, if the social consumer buys SCSA, the social consumer will accept the concept of career education as a total program of education.

Systemization of the interdependent variables of marketing for the social marketing of the career education concept entails a unification of all nonprofit institutional activities around the theme of SCSA. Product development, distribution, pricing, and promotion all function for social-consumer satisfaction. Product development for career education concentrates on the creation of tangible product features which are designed to give social consumers immediate satisfaction with the career education product. Distribution of career education concentrates on the creation of a response channel which is designed to give the social consumer a response outlet for satisfaction reaction to the products of career education. Pricing of career education emphasizes the money and psychic costs to the social consumer of direct and indirect participation in the consumption of the career education product. Promotion for career education is handled through the creation of a campaign designed to sell the social consumer the career education product. The sale of the career

education product will operate through media, personal face-to-face communication by salesmen, and word-of-mouth communication. The successful coordination of the interdependent variables of the system are dependent on the institution's strategical identification of the social consumers of career education. The success of the nonprofit institution to satisfy social consumers is measured by profit.

Profit is the residual of social consumer satisfaction. If profit is to be realized by the nonprofit institution, the programs of career education must meet social consumer expectations of SCSA. Thus, a system of career education must show evidence of lowering the high school drop-out rate, elimination of job dissatisfaction, and reduction of job turnover. Career education must instill economic values in the minds of all individuals, develop personal pride, and establish a state of self-fulfillment for social consumers of career education.

Profit measures the success rate of social consumer satisfaction. When career education acts as the means to successful attainment of SCSA, the social consumer will be satisfied and profit will be high. When the social consumer fails to realize satisfaction with the program of career education, profit will be low and the concept of career education will not be acceptable by the social consumer of career education. Profit is the basis for analysis and evaluation of career education programs attuned to the educational satisfaction requirements of a demanding society.

Conclusions

This study provides the foundation for the belief that social causes such as the social acceptance of career education can benefit

from marketing concepts. Social marketing has shown significant promise in marketing such socially beneficial objectives as driver education, prevention of forest fires, and the recycling of solid waste. This expansion of marketing concepts into nonbusiness areas is an important consideration for the new role of marketing. The development of a social marketing plan to foster the social acceptance of career education as a total program of education is conducive to this generic marketing role.

The plan developed in this study does not purport to offer the educator the only marketing plan for the social marketing of career education. This social marketing plan serves as a framework around which to structure and improve the social acceptance of career education. Educators and marketers may disagree with portions of the social marketing plan, especially concerning the use of profit as a means of measuring social consumer levels of satisfaction. The function of this study, however, was to formulate a functional marketing plan for the social marketing of career education, thereby increasing the social acceptance of career education as a total program of education. This initial study will provide a point of departure for future studies in career education and marketing.

Recommendations

Changes in marketing theory and technique, which have developed since 1950, indicate an applicability of marketing concepts to nonbusiness institutional problem solving. The developing interest in marketing for nonbusiness goal attainment is in part attributable to an emerging concern among many Americans for potentially socially destructive conditions which exist in our environment. This study relates to the use

of interdisciplinary marketing theory for beneficial social goal attainment to rejuvenate and strengthen present social systems for a socially unified future. This study is just a beginning, however. What is needed is a continuation of marketing process application to socially beneficial goal attainment. On the basis of this study, the following recommendations for the social marketing of career education are:

1. The plan developed in this study should be tested to provide educators with more information concerning the social acceptance of the career education concept.
2. Educators should conduct further study to develop a national nonprofit institution for the control, development, and administration of career education.
3. Scholars of education and business should study the literature of disciplines such as the social sciences for an amalgamation of social thought and direction. The social marketing of career education should be a combined effort between educators and marketing specialists.
4. Practitioners of education should develop methods of measurement to control the application of career education programs for social consumer self-actualization.
5. Educators should conduct further study to develop career education curricula which contribute to the individual's attainment of self-actualization.

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